INFLUENCE OF FAMILY STABILITY AND INSTABILITY ON SCHOOL ATTENDANCE AND ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN ZAMFARA STATE

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DECLARATION

I, HASSAN, BintaLami hereby declare that the work in this dissertation has been carried out by me in the Department of Vocational and Technical Education, Faculty of Education, Ahmadu Bello University, Zaria under the supervision of Prof. T. Ojo and Prof. E. E. Adamu. The information derived from the literature have been duly acknowledged in the text and a list of references provided. No part of this Thesis have been previously presented for another degree or diploma at any university.

_____ _____

HASSAN, BintaLami Date

CERTIFICATION

This dissertation titled, "**INFLUENCE OF FAMILY STABILITY AND INSTABILITY ON SCHOOL ATTENDANCE AND ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN ZAMFARA STATE, NIGERIA",** written by Hassan BintaLami, meets the regulations governing the award of degree of Masters in Education (M.Ed) Home Economics, Department of Vocational and Technical Education, Faculty of Education, Ahmadu Bello University, Zaria and is approved for its contributions to knowledge and literacy presentation.

_____	_____
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DEDICATION

This work is dedicated to my late mother, HajiyaAminaUsman, who lost her life I was undertaking this course of study.

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ABSTRACT

This study examine the influence of family stability and instability on school attendance and academic performance of secondary school students in Zamfara State, Nigeria. Four objectives, research questions and hypotheses were raised as guide. Descriptive survey and expo-facto research designs were adopted.The population of the study was 182029. Random technique was used to select 1200 sample. Students' class attendance and records of students' academic performance were used as instruments for data collection. Descriptive statistics were used to analyze bio data and to answer research questions.Null hypotheses one and two were tested with t-test statistics while null hypotheses three and four were tested using regression analysis at a level of tolerance of 0.05. The findings of the study revealed that Students from stable family are more regular in school attendance than their counterparts from unstable family. Academic performance of students from stable family was found to be better than those from unstable family.Family stability has positive influence on academic performance of secondary school students. The probability value of 0.000 was less than significance level of 0.05.Family instability has negative influence on academic performance of secondary school students. It was concluded that family stability and instability affect students' class attendance and academic performance. It was also recommended that families should closely monitor their children's school attendance. Parents should hence know that stability is a must, unless they do not want their children to be the best in school. Parents should endeavour to maintain stability within them for their overall benefit.Families must inculcate the habit of understanding, tolerance and forgiveness in order to avoid instability, especially when their children become adults. This is because instability has negative effect on the academic achievement of their children.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Stability is the state of being, consistent, upright, tranquil, well established. Instability, on the other hand, means the direct opposite of stability. A stable family is one which is united members accept each other's shortcomings, understand, and appreciate the contribution of each members, always ready to assist, forgive and think on how to see the progress of each member and the entire family. It is the complete state of disunity, chaos, anarchy and confusion, capable of changing at any time. Structurally, a family can be broken into two types; stable (intact) and unstable (broken) family. Childhood is the phase where parents experiences are believed to exert their most significant and salient influences. (Bradbury, 1998) According to them, the family lays the psychosocial, moral and spiritual foundations in the overall development of the child. A closely knitted family, solidified by love, understanding and respect for each other is certainly more likely to bring up a child well disciplined and socially upright than a disagreeable family. Anyakoha, (2000) reported that family instability is *"the degree to which families fail to provide continuity, cohesiveness and stability for children, while those that are able to do so are said to be stable"* .

A cordial and healthy relationship is expected to exist between a man and a woman, sharing common interest, goals in life, good and bad times and in most cases the general philosophies of life. Such unity or coexistence has been responsible for the wellbeing and social upliftment of mankind. One of the leading institutions that strengthened togetherness is the marriage institution. The institution gives rise to the immediate, smallest but by far the most important community to the child known as a family. The family molds and determines what the child would eventually become in life. The family is the basic unit of life and also the orientation

ground for every person in the society. This community that plays a major role in not only the upbringing, but the actual shaping of the life of the individual, needs to be a stable one that has, as far as possible, common understanding of every member's feelings, wants and desired objectives in life. It is a general belief that has been tested and ascertained that the family unit has a tremendous influence on the personality of the child. Many factors influence the development of children, but parenthood is the final common pathway to childhood neglect, adjustment and success which to a very large extent influence children school attendance and performance.

Students' academic performance refers to students' achievement in the topic taught base on the stated objectives. The use of appropriate teaching method by the teacher helps to achieve this goal. Edinyang (2012) defined academic performance as the outcome of education which reveals the extent to which a student, teacher or institution have achieved their educational goals. Academic performance or achievement is commonly measured by examinations or continuous assessment (Abdulhamid, 2013). For a child to be able to achieve this, he/she must be in the best state of mind; psychologically, mentally, physically, morally, spiritually and emotionally. These are attributes that are systematically built through the process of upbringing by the immediate family. The child's academic performance is influenced by interplay of their individual family background, school attended, punctuality in all school activities and the environment they grow. Particularly, the family shapes children's behaviours and attitudes towards school through provision of learning opportunities. Studies have shown that the academic performance of students, poor or excellent, is significantly influenced by their family background, among other factors. Collins and Repilski,(2006) remarked that family instability in the home influences the learning capabilities of a child either positively or negatively. This is because, both part of the

lives of the parents are being emulated by their children, whether negatively or positively. This influences the children's readiness to learn even before they go to school. Crosnoe and Elder,(2011) opined that family stability and instability affects child's social and personal relationships with his/her colleagues, mates and peers within and outside his/her environment. The researcher wanted to investigate whether in addition to child's social and personal relationships family stability and instability also influence child's school attendance and academic performance in secondary school.

1.2 Statement of the Problem

A general family atmosphere of peace, harmony and cohesion strongly influences the overall development of the child, just as an atmosphere of anger and discord has a greater impact on children. Cunning, (1993) stated that, the nature of family which a child belongs has a lot of influence on the general life pattern of the child. Therefore, the successful passage through the process of educational attainment is partly dependent on the entire family assistance. Thus ineffectiveness or inadequate family assistance may lead a child to feel overwhelmed, consequently to withdraw from school. Hence, family stability can be a strong determinant of student's academic performance in school, the opposite of which can be disastrous. Supporting this view Stephen (2003), posited that family instability can cause parents to become more inconsistent and ineffective in parenting and may reduce responsiveness to children's cognitive needs, diminishing the quality of the emotional relationships and attachment between parents and children. This will consequently promote less parental involvement in school work, less or no attention given to early and regular attendance at school and less supervision outside the home. These children are more likely to drop out of school; disengagement from school is associated with low parental involvement and educational aspirations. Sroufe, (2003), revealed that between

4% and 20% of variation in children poor academic performance and emotional maladjustment is accounted for by the levels and nature of family instability experienced by the children in the family. A very unstable family has little or no time for playing parental roles, thus leading to the reductions in the amount of time parents spend monitoring school work, supervising their children and reductions in parent-child communication. This is often accompanied by increase in truancy and more negative attitudes towards school as exhibited by the adolescent

Virtually from all the write ups and experiences so far gathered, it has come to full knowledge that most parents, teachers, and even the society are ignorant of the role family stability or otherwise play on school attendance and academic performance of secondary school students. Absconding from schools and poor academic performance among secondary school students are in alarming rate in Zamfara State. It is in the light of these situations that the researcher intendedto carry out a study to investigate the influence of family stability on school attendance and academic performance of secondary school students in Zamfara State, Nigeria.

1.3 Objectives of the Study

The main objective of the study is to investigate the influence of family stability/instability on school attendance and academic performance of secondary school students in Zamfara State, Nigeria.

Specific objectives of the study were to;

1. ascertain the difference in the class attendance of secondary school students who are from stable family and those who are not in Zamfara state, Nigeria.
2. determine the difference in the academic performance of secondary school students who are from stable family and those who are not in Zamfara state, Nigeria.

3. assess the influence of family stability on the academic performance of Secondary School students in Zamfara state, Nigeria.
4. examine the influence of family instability on the academic performance of Secondary School students in Zamfara state, Nigeria..

1.4 Research Questions

This study will attempt to provide answers to the following research questions:

1. What is the difference in the class attendance of secondary school students who are from stable family and those who are not in Zamfara state?
2. What is the difference in the academic performance of secondary school students who are from stable family and those who are not in Zamfara state?
3. What is the influence of family stability on academic performance of secondary school students in Zamfara State?
4. What is the influence of family instability on academic performance of secondary school students in Zamfara State?

1.5 Hypotheses of the Study

Based on the research objectives and questions, the following Null hypotheses were formulated:

1. There is no significant difference in the class attendance of secondary school students who are from stable family and those whose family are not in Zamfara state, Nigeria.
2. There is no significant difference in the academic performance of secondary school students who are from stable family and those whose family are not in Zamfara state, Nigeria

3. There is no significant influence of family stability on academic performance of secondary school students in Zamfara state, Nigeria.
4. There is no significant influence of family instability on academic performance of secondary school students in Zamfara state,

1.6 Significance of the Study

The study will be of benefit to parents, teachers, students and Home economics. The parents would come to understand the effects stable or unstable family has on school attendance and academic performance on their school children so as to try maintain stable homes for the benefits of their children. The parents will have access to this findings during Parents Teachers Association's meeting.The findings of this study would enable the teachers to identify students from stable and unstable homes in order provide counselling where necessary proffer solutions to the affected students on how to overcome their academic challenges. The teachers would have access to this work in the school library and during seminars and workshops. Educational planners would also benefit from the study through provision of inputs into planning subjects like civic education, social studies and marriage and family relationship in home economics for the benefit of the stake holders when the result of this research is published in academic journals or presented in workshops and seminar.

1.7 Basic Assumptions of the Study

This study is based on the following assumptions. It assumed that,

1. Family size plays a major role in secondary school students' attendance and academic performance in Zamfara state, Nigeria.

2. Family educational background plays a major role in secondary school students' attendance and academic performance in Zamfara state, Nigeria.

3. Income level of the family significantly influences academic performance of secondary school students in Zamfara state, Nigeria.

4. Parenting styles of the family significantly influence academic performance of secondary school students in Zamfara state, Nigeria

5. Students from well to do families are more engrossed school activities than their counterparts from less privilege family.

6. There is significant difference between the academic achievement of secondary school students whose families are stable and those who are not in Zamfara state, Nigeria.

Delimitations of the Study

The study was delimited to family stability and instability as they affect the attendance and/or academic performance of students of senior Secondary School in Zamfara state, Nigeria. The study is also delimited to adolescents in senior secondary schools and their families

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter is concerned with the review of the relevant literature to the study in order to be able to get more insight into the problems on what other scholars and researchers have carried out. The chapter is discussed under the following sub headings:

2.1 Theoretical Framework

2.2 Conceptual Framework

2.3 Relationship between Parents and their children

2.4 The role of Family Stability on School Attendance

2.5 The Role of Stable and Unstable Family on the Academic Performance of Students

2. 6 Teachers and Students Opinions on the Influence of Family Stability and Instability on Students' Academic Performance

2.7 Common Influence of Family Stability or Instability on Students' Academic Performance

2.8 Difference between School Attendances of Students whose Families are Stable and those who are not.

2.9Reviewed Empirical Studies

2.10 Summary of reviewed Related Literatures

2.1 Theoretical Framework

This study hinged at Social Stress Theory postulated by George, (1989). The theory is concerned with changes in family structure which typically accompanied by changes in economic, time, and parental resources; this is in turn place stress on families and thus adversely affect child

outcomes.Amato, (2006) observed that family instability yields residential instability and a sense of insecurity concerning household rules.According to Eccles and Barber (1994) cognition is given to mental activities such as remembering, forming concepts, using language or attending to things which remind us of mental life in an individual. Cognition emphasizes the information-processing approach offered by an appealing alternative to the limitations of behaviorisms, which provides an appealing metaphor for conceptualizing how the human minds works. They further commented that one important function of cognitive psychology is language which forms a significant part of most human activities. It also forms an important bridge between cognitive psychology and social psychology. Language helps us to develop and communicate sophisticated concepts and ideas; and plays a significant role in organizing and structuring human thought. A perfect illustration can be given to memories that are often coded by means of verbal symbolism; and the mental processes can be influenced in a number of ways by the language used. A teacher or psychologist would of course examine the academic setting and intellectual potential of the child. However, it is also essential to take the student's development processes situation into account, since family problems can have an impact on classroom performance, (El-sheik and Elmore-Staton, 1997). They opined that there are many facets of cognitive psychology, but some of the most important areas are perception, representation, memory and language. The study of perception examines how information that has been received through the senses is interpreted and understood. This involves the brain decoding and making sense of the information that it is receiving, so that it can be used, and/or stored. Representations depict how information coded and used in the mental processes, while memory represents information that is stored and retrieve for future times. Most adolescents do have a clear and definite life implications especially in revising for examinations, or

remembering what happened at any event and like memory, cognitive functions such as thinking, decision making and concept formation also contribute to how the child make sense out of parental conflicts, and this process is not as straightforward as anyone would imagine, (Emery, 2000).Emery concurred that children's early experiences guide later perceptions, behaviors, and interactions via internal working models of attachment. In other words, children store knowledge or cognitive representations of relationships that guide future interactions, all of which are interpreted and processed according to these childhood representations. Most importantly, these internalized working models of close relationships are primarily based on their relationships with their parents.

2.2 ConceptualFramework

The attention given to family stability or instability is understandable when we consider its implication for mental, physical, and family health. Intensity of family stability or instability can also be conceptualized as the degree of positive or negative impact the family has on the development of the child. This is because problem- solving skills and general understanding have impact on family relationships which often influence stability or instability directly.

In particular, family stability or instability may lead to an increased number of positive or negative interactions, as illustrated by the fact that most family union is associated with stability or instability. There is a growing need to investigate how these events influence children's academic performance. It is further stated that for over 30 years, stability or instability have assumed a special status in the literature of the family. Cumming and Davis,(1994) revealed that, family stability or instability happen when one or all members are self- centered. As evidenced by that, many of the most influentialtheories of family tend to reflect the view that "stability or instability result from families' aversive and ineffectual response to each other's

needs". Forehand, Wierson, Thomas, Armistead, Kempton and Neighbors, (2001), opined that the environments in which families are situated and the intersection between interior processes and external factors that impinge upon family life are important to consider in painting a more textured picture of family set up.

Fuligni and Eccles, (2003) concurred that unstable families make more negative statements and fewer positive statements than stable families. Unstable families arealso more likely to respond with negative behavior when other members behave negatively.

Goebert, (2004), described the family as a small group who consider themselves bound by enduring ties, accept responsibilities for bringing up children. According to Gonzales and Mason (1996), the family historically has existed as the society. They saw the family as a source of economic stability and religious/vocational training for its members.

Grych and Fincham (2001) described the family as a bio–social group, a network of persons intimately held together by a band of social and kinship relationship. He sees the family as the core of the society and that corrupt families yield bad societies, while good families yield good citizens and society. Degenova and Rice (2002), (In Abdul, 2007) stated also that the family is a unit of interacting personalities rather than purely a common fixation of sexual, parental and filial instincts. Olaitan and Akpan (2003) also noted that the family is the small primary group in the society to which the state entrusts the care and training of its future citizens in the formative period of their lives. The family is a unit of people tied together by bonds of marriage, birth or adoption, having in most cases a common residence and sharing economic activities (Onunuju, 2004). He further states that while marriage helps to maintain a family, it is possible to form a family without marriage. He views the family as a social institution which involves the society,

group, members of the community and extended relations. He further stated that the family does not exist in isolation but in interaction with the larger society. Stability is the state of being stable, consistent, upright, tranquil, well established. Family stability has been defined as "the degree to which families provides continuity, cohesiveness and stability for children" (Furstenberg and Andrew, 2005) while most of the research in this area has examined the effect of family structure at birth (or current family structure at the time of the child assessment), more recently studies have begun to examine family changes over the course of a child's life. These studies have specifically focused on the issue of family stability – that is, whether the parent(s) with whom a child lives have been stable or changing over time, ie unstable. Accounting for family stability or instability is crucial because the positive or negative effect of the traditional family may be in part due to stability or instability rather than family structure per se.

2.3 Relationship between parents and their adolescent children

Adolescence is a unique period of transition marked by both physical and psychosocial changes. Individuals in this developmental stage undergo dramatic pubertal changes and are capable of increasingly abstract and complex reasoning. Family relationships are also altered as the process of differentiation begins to take place. This is a time when adolescents rely more on peers, seek increased independence, and are less willing to see themselves as part of a hierarchy that is headed by their parents (Fuligni and Eccles, 2003, in Collins and Repinski, 1994). As a result, the parent-adolescent relationship experiences increased conflict and decreased closeness

Moreover, a decrease in closeness does not relegate the parent-adolescent relationship to one without importance. Noller (1994) found that family relationships remain important throughout adolescence. In families where relationships are seriously attenuated, however, peer

influence surges and adolescents are at greater risk for adjustment problems (Fuligni and Eccles, 2003).

Psychologists during the first half of the twentieth century viewed significant parent adolescence relationship as a vital component to healthy development (referred to as the storm and stress of adolescence) Peterson and Leigh, 1990). In fact, adolescents who did not exhibit high levels of relationship with their parents were feared to suffer from stunted development. While according to Gonzales, Cauce, and Mason, (1996), the mechanism by which marital conflict impact academic achievement is through disruption of the parent-child relationship, such that families with high marital conflict, but supportive parent- child relationships do not show the same poor academic outcomes.

Consequently, evidence has shown that levels of adolescent parent-relationship vary considerably and high levels are not necessarily seen as optimal (Peterson and Leigh, 1990). Although conflict is still considered to be a normal part of adolescent parent relationships, higher levels of intensity are associated with hostility and the limited potential for future positive interactions (Laursen, 1995). Owen and Cox (1997) reported that links from marital conflict to children attachment security were explained through conflict-induced threats to mother child and father-child security as well as through changes in the quality of parent child interactions. Frequency of the parent - adolescent relationship has been shown to vary across the stages of adolescence (early adolescence ages 10-12; mid adolescence ages 13-16; and late adolescence ages 17-22). (Allison and Schultz, 2004)

Steinberg and Morris, (2001) revealed that the number of conflicts among parent and adolescent relationship peak in early adolescence and taper off by mid-late adolescence.

Smetana, Daddis, and Chuang (2003) also pointed out that parent-adolescent conflict frequency rates decrease early with age, while marital conflict intensity increases. Smetana, Daddis, and Chuang (2003) further revealed that intensity levels of conflict among adolescent-parents varied across time depending on the topic. For example, conflict over homework increased over time, while conflict over domestic chores decrease from early to middle adolescence, this is because often times in parent-adolescent relationship adolescents do not agree, and they tend to rate family functioning as more negative less cohesive, less adaptable than their parents. This quality of the parent-child relationship is a better predictor of academic achievement and marital conflict (Allison and Schultz, 2004).

However, it is also important to note that most children in high-conflict families develop problematic outcomes. According to Forehand Wierson, Thomas, Armistead, Kempton and Neighbors, (1991), when there is marital conflict, the presence of a supportive parent-child relationship is a buffer for maladaptive outcomes For example; supportive parent-child relationships have been shown to buffer the negative effects of poverty and homelessness on children's academic achievement (Miliotis, Sesma, and Masten, 1999). Although *positive* parent-child relationships can buffer the negative effects of marital conflict, while *negative*parent-child relationships can also be influential. However, Crosnoe and Elder (2004) remarked that, the impact of peer and teacher relationships on academic competence of adolescence are often the influence of the parent-adolescent relationship. Crosnoe and Elder (2004) found that even when there were positive peer and teacher relationships present, poor parent-adolescent relationships remained a significant risk factor for academic difficulties.

2.4 The role of family stability and instability on school attendance

The importance of attending class cannot be over emphasized. Studies have indicated that 80% of success is attributable to class attendance. (Koener and Jacobson, 2014) It is absolutely vital that a child attends class regularly. Missing a class should be a rare occurrence; something that happens at most once or twice a semester." If you miss class more than this, it will interfere with your learning and have a negative effect on your performance and your grade," he further stated. He opined that a prerequisite to success in any endeavor is "showing up", and classes are no exception. If a student is not showing up to class, he is forfeiting every opportunity provided in the classroom.

Benefits of attending class

Going to class does far more than simply giving you credit for attendance. Class attendance facilitates learning in a variety of ways, and here are just a few: (Fuligni&Eccles, 2003)

- **Lectures and classes supplement reading assignments.** Class gives you another perspective on the material besides just the textbook. Even if you think you already understand the material well, class always adds something new. The teacher may go over examples or applications you have not seen. Concepts in class may be presented in a different way than in the text, and student questions and discussion may elaborate on the material or provide new insights.

- **Teachers often use questions or class discussion to enhance critical thinking skills.** Attending class can be an opportunity for you to engage the material with the guidance of the teacher and the help of your classmates. A teacher may pose a question or lead a

discussion in class that directs you to make connections between concepts and helps you to think about the material in new ways.

- **If you pay attention in class, you may be surprised by how much you can cut your study time later on.** No textbook can explain something to you like another person can. Even if teachers seem as though they are just going through the material in the book, there will always be added clarification and insights that you can discover in class. Time in class is one to two hours during which you are actively thinking about the material and practicing it (Fuligni&Eccles, 2003).

- **Your teacher will emphasize the important concepts, giving you a better idea of what is important and what you should focus on.** The teachers are experts on the material, and they design their lectures to organize the main ideas and extract the important concepts. Attending class and taking good notes can help you to put the ideas together and focus on what is important.

- **Some teachers are not very textbook oriented.** Their lectures may be very different from the way the textbook presents the material, and class may be used to convey the teacher's own viewpoints and perspectives. In a class like this, test questions will more than likely be based on lecture notes rather than the text, so attending class and taking good notes will be one of your best preparations for exams.

- **Classes give you more interaction with the teacher and other students in the class.** Attending and participating in class shows the teacher that you are a serious student who is taking responsibility for your education and making an effort to learn. This increases your interaction with school members, and raises the likelihood of finding mentors and

role models who can help guide you in your academic, career, and personal development. In addition, class time is a chance to meet and interact with other students in your class. This can help you to form study groups or meet other students in your major.

2.5 The role of family Stability or Instability on Students' Academic Performance

A substantial body of research confirms that the structure of the family into which a child is born and develops, presents both advantages and disadvantages that subsequently affect cognitive, socio – emotional and even physical health outcomes. Single – parent households typically have the least resources and thus, would be expected to have worse outcomes relating to children in married or cohabiting unions (Reynolds and Kamphus, 2000). Furthermore, Rogers and Rose, (2001) stated that adolescents who often come from unstable homes feel insecure, over tense, greatly disturbed and rarely emotionally stable. These children have no socialization background from home through positive parent interaction for them to settle down and concentrate effectively for academic work, which often depress their educational attainment and so lead to maladjustment to school work. Similarly, Coleman (1991), states that parents' involvement in learning activities has substantial emotional and intellectual benefits for children. He observed, however, that because supportive and strong families are significant for school success, teachers confront increasing challenges as many children experience severe family disruption and upheaval. Although it is acknowledged that families are perhaps the most substantial influence on children's school success, it is not always clear which family influences are the most important. In addition, research findings are inconclusive about the extent to which relationships between family interactions and academic performance are independent of a child's family background and family structure.

It is generally accepted that the quality of family interactions has important associations with children's and adolescents' academic motivation and achievement, and with young adults' eventual educational and occupational attainments. Miliot, Sesma and Masten (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 schooling they will receive.

According to Padila, (2003), Children who fail to complete school work and homework are more likely to receive failing grades, be retained, and experience difficulties in their peer relationships. It is stated that this trajectory places them at greater risk for dropping out of school, later unemployment (Woodward and Fergusson, 2000), psychopathology, substance use, teenage pregnancies, and delinquent behavior. By virtue of its potential impact, academic achievement clearly warrants careful study (Huffman, Mehlinger, and Kerivan, 2000).

Thus, exhibiting less affection, less compliance, nagging, whining behaviour to teachers and schoolmates. The association between family stability and children psychological symptoms and scholastic problems has been consistently documented in the literature.

Studies comparing the effects of family structure on educational attainment in the U.S and Sweden showed a fascinating result. In both countries, children living in – intact families did better educationally, such that each additional year a Swedish or an American child spends with both parents increases the child's overall educational attainment by approximately one half year. (Peterson and Leigh, 1990) They indicated that children born to two married biological parents – the traditional family structure – had lower risk of being a high school dropout, pregnant teen, and idle; these children also had better adult outcomes. The effects of academic achievement to

adolescent functional and adjustment are evident. A child from homes where the father and the mother are present will be well taken care of and socialized in the best way possible because of the stability in the family. This is due to the fact that the process of socialization depends on both parents playing complimentary roles in bringing up the child. Such a child is likely to achieve self – actualization later in life. (Shek Lee and Chan) (1998). They pointed out that academic achievement refers to the psychosocial domain that involves behaviors and performances in academic settings, and these are usually measured using standardized tests. However, Eccles and Barber (1999) reported that in education, good grades in school are seen as an indicator of positive functioning among school age children. Good Grades in school and participation in extra-curricular activities have been shown to link with a diversity of positive outcomes among adolescents, such as reduction in drug, alcohol use, absenteeism and delinquency. Hence it is believed that there is connection between stability and instability at home and the warmth or lack of warmth in the parent-adolescent relationship with positive or negative relation to grades. Carlson and Fustenberg (2001) found that children born to single parents had more behavioral problems and lower cognitive scores regardless of whether their family structure was stable or unstable since birth. However the association between underachievement, lack of progress in school with family instability is that adolescents consistently fail or repeat classes, since they were found to develop inferiority complex, and non progressive attitude toward their peers in school, (Padilla 2003). Padilla (2003) remarked that there is a link between grades and involvement in extra-curricular activities with positive outcomes during adolescence, but these associations are also considered to be fairly reliable indicators of future well-being and success.

Although much of the research on this topic has simply compared children in traditional married couple with all other families, more nuanced research has examined differences in

outcomes for children in various types of non – traditional families. One important distinction is whether children are living with cohabiting parents or single parents (typically single mothers). In a cohabiting family (and particularly if the cohabiters are the child's biological parents), the child has the benefit of living with both parents and their shared time and economic resources would likely yield better child outcomes relative to children living with single mothers (Brown, 2004,Clair, 2004;). Later studies observing younger children found that those born to married parents had fewer socio – emotional and health problems as well as higher cognitive scores (Carlson and Furstenberg, 2001; Brown, (2004) described the influence of family stability as an indicator on school related behavioural problems. In distress families, conflict and environment might significantly have impacts on school performance and school-related behavioural problems. Therefore, academic performance is closely related to adolescents' emotional well-being and general psychological adjustment. In fact, there is a significant link between family stability with adolescents' academic performance. Nevertheless, family structure at birth still has an influence even when stability is taken into account (Osborne and McLanahan, (2007) Prior studies have confirmed this (Carlson and Furstenger, 2001; Brown and Clair, 2008).

Changes in family structure are typically accompanied by changes in economic, time, and parental resources; this in turn place stress on families and thus adversely affect child outcomes. Family instability also yields residential instability and a sense of insecurity concerning household rules (Santrock, 2006; Osborne and McLanahan, 2007). Melissa (2006) revealed that family instability had a detrimental impact on all areas of children's adjustment. Adolescent of intact married families also tend to have superior outcomes educationally than those of alternative family structures because they have a better stable emotion. Children growing up in intact families engage in more adolescent accepted behaviors, which help their grades and test

scores. Family structures substantially influence outcomes such as high school dropout rates, high school graduation rates, and age at first pregnancy, as young people from intact families are significantly less likely to drop out of school. The intact married family confers numerous and unrivalled benefits upon children. It is the safest and most nurturing environment for young people, as evidenced by the comparable educational and social benefits associated with it, as well as the dangerous negative consequences associated with its absence. Instability due to removal from home to foster homes can also affect academic performance. Foster children are a silent minority among the nation's youth. Parental drug abuse, neglect, and abandonment are a few reasons children are removed from their parents. When children are placed into protective custody they can face multiple out of home placements. The very young are placed in emergency foster homes, while older children may be placed in group homes or agency shelters while they wait for a foster family placement. What this means for older children is that they lack a family home with parental figures and stability. Further, it interrupts a child's education. School attendance may have been inconsistent while with their parents, but over the course of their time in foster care, children may have many moves. They can move from foster home to foster home and from school to school. The result can lower the child's academic interest and performance. (Smith and Berthelsen, 2005).

Empirical studies have shown that family instability is associated with lower child cognitive scores, increased behavioral problems, and poorer health (Osborne and McLanahan, 2007).

2.6 Teachers and Students' Opinions on the Influence of Family Stability and Instability on Students' Academic Performance

A research conducted by Kim, (2009) observed that increased spending does not correlate with educational gains. So she conducted a research in which she sampled the opinions of some selected students and parents. The research does show a strong relationship between parental influences and children's educational outcomes, from school readiness to college completion. Two compelling parental factors emerge:

1. Family structure, i.e., the number of parents living in the student's home and their relationships to the child, and

2. Parents' involvement in their children's schoolwork.

Consequently, the solution to improving educational outcomes begins at home, by strengthening marriage and promoting stable family formation and parental involvement.

Her research further shows that children raised in intact families, i.e. with two continuously married parents, tend to fare better on a number of cognitive, emotional and behavioural outcomes than children living in other family forms.

A study was conducted to examine teachers' expectations regarding the reading achievement of children from stable and unstable families. Sixty elementary school teachers participated by completing a survey. Four variations for the survey were distributed. Each version differed from the others only to the extent that the introductory statement was modified to change the sex of the sampled child and the status of the child's family. The teachers numerically rated their sampled child on seven academic characteristics and four questions that required personal opinions. Results indicated that teachers' performance expectations were lower

for children from unstable families. Furthermore, lower expectations were held for boys than girls regardless of their family dynamics.

Another study was conducted on the same topic but in another school, this time on students' opinions on influence of family stability and instability on their academic performance. Working with the entire junior class of a suburban, middle-class high school, researchers investigated the effects of family stability on student performance, using the Iowa Test of Educational Development as an achievement measure. A statistical test was applied to two groups of students, representing stability or lack of stability in the family environment. Results indicated that students from a stable family environment score significantly higher. Additional statistical applications indicate that the results are not as clearly defined when the students' previous junior high school, which is regarded as providing additional social and educational variables, is known.

2.7 Common Influence of Family Stability or Instability on Academic Performance of Adolescent

Weiss and Hheyman, (2004) outlined several common multifaceted effects of family stability or instability on academic performance on adolescents. He opined that children from a stable family have the privilege of having the support of parents and other members of the family not only in ensuring punctual attendance to school but assistance in home work and other school activities. Unstable family, on the other hand, does not have such luxuries. Areas which unstable family can affect the child's academic performance directly or indirectly include:

- When the child fails to get close attention to details or make careless mistakes in schoolwork, or other activities.

- Has difficulty sustaining attention in tasks or play
- When he or she avoids, dislikes or is reluctant to emerge in tasks that require sustained mental efforts (school work or home work).
- When they lose things necessary for tasks or activities for example school assignment, pencils, pens, books, tools e.t.c
- When they are easily distracted by extraneous stimuli.

Furthermore, Cumming and O'Reilly (2006), stated that, there are mounting evidence that many, if not most psychological disorders, often appear in childhood or adolescence. Among the most common conflict in adolescent behavior that requires attention by the immediate family include:

Anger:

A leading expert on adolescent psychology has stated that many, if not the majority, of adolescent from unstable homes have problems with aggression and emotional control, (Wichstrom, 1999). Most adolescent from unstable families are not aware of being overly angry, or if they are aware they are unable to identify the origin of their anger. In the uncovering phase of their age they begin to identify major disappointment in their lives and anger associated with the hurts they experienced from their parents.

Mistrust:

Wichstrom (1999), opined that, children who experience instability in their homes, bullying, victimization or adoption have sustain ned damage to their basic ability to trust and feel safe in or outside the home. They often have difficulty in trusting their peers or teachers in school.

Separation and anxiety:

Separation and anxiety is common among children. It is often seen in children who fear that instability in their family could result in separation or divorce. Harold, Shelton and Goeke-Morey (2004) outlined fewer symptoms of separation anxiety as:

- Excessive worry about losing or harm befalling a parent.
- Worry that an outward event will led to separation from a parent
- Persistent reluctance or refusal to go to school or elsewhere because of fear of separation.
- Fearful of being without a parental home.
- Persistent nightmares involving the theme of separation
- Repeated complaints of physical symptoms on a parent

2.8 Difference between school attendances of students whose families are stable and those who are not

Each year in England millions of school days are lost as students take time off for illness or holidays. Latest figures from the Department for Education show 430,000 students miss 15% of lessons - the equivalent of having a month off school every year..Schools in one West Yorkshire town where attendance was below the national average took action to combat the problem because authorities began to notice the sharp difference between students who frequently absent themselves from school and those who were always present.

The students who were always away from school were usually backward in school examinations and other academic and extracurricular activities. This showed that poor school attendance had direct bearing on their academic performance. Those students who were always in school

demonstrated high level of commitment and understanding of school work, which ultimately placed them higher than those who were truants at school in almost all school activities, especially grades in assessments.

2.9Reviewed of Empirical Studies

A number of past studies revealed that children and adolescents showed a high potential of family stability or instability behaviour problems, particularly when they became victims of conflicts in their family environment. Batur-Laha (2002) carried out a research on the effects of family stability or instability on children and the social implication for family counseling. The population of the study was 870 adolescent children in Makurdi town. 212 respondents were selected as samples, using simple random sampling. Questionnaire was used in collecting data, using a four point rating scale. Three null hypotheses raised in the study were tested using the chi-square statistic at 0.05 level of significance.

Results from the study indicated that family instability negatively affect the school and academic performance of adolescent children, especially on the adolescents' social development. The present study is similar to the past study in the sense that both studies reviewed literature on the effects of family stability or instability on the academic performance of the adolescence. However, both studies differ in type of statistical test and tool to be used, and the sample of the respondents. The present study made use of t- test statistic in testing the null hypotheses, While 380 respondents were employed in the study. The study however was conducted in Zamfara State of Nigeria.

Osborne, (2007) examined family stability or instability and its effects on moral discipline and academic performance. The main purpose of the study was to investigate the

effects of moral behavior and child's academic performance. Descriptive research survey was adopted for the study. Stratified random sample was used in selecting 50 boys and 40 Girls, grade 1 students for the study. Research instrument adopted for the study was a structured questionnaire, t-test independent statistics was used to test the two null hypotheses raised in the study.

The study revealed that family instability was a strong factor of academic failure for children. The children from these unstable homes lost both the financial and emotional support of their parents which often have a negative impact on them in future, while those from stable families are not affected by these problems. The findings also revealed moral discipline most times depend on the home environment of the child. The present study is similar to the past study since both studies are concerned with the influence of family stability and instability on school attendance and the academic performance of the child. The present study used survey research design. The same instrument was used to test the null hypotheses. The differences lie in the fact that Osborne's study was based on Grade 1, while the present study focused on secondary school students. The past researches have done a good research work but in the opinion of the researcher the study could have employed a good number of subjects representing the study.

King and Soboleswkski, (2009) conducted a study on the role of adolescent appraisal of inter-parental conflict in relation to exposure to inter-parental conflict and adolescent dating relationship conflict. The sample includes 169 students who were enrolled in a public high school (3.6% in the 9th grade, 61.9% in the 10th grade, 20.2% in the 11th grade, 14.3% in the 12th grade) located in a large city in the Southeast of United States. The participants comprising of 52.6% male and 47.4% females aged between 14 and 19 year old (mean = 16.02 years, Standard deviation [SD] =1.05). The result of the study showed that there is relationship between

inter parental conflict and adolescent sexual aggression, and between inter-parental conflict and adolescent threatening behaviour. In addition, the perceived threat appraisal was found to partially mediate the relationship between inter-parental conflict and adolescent sexual aggression.

Another research conducted by Hoffman, (2000), the study adopted descriptive survey design. The population of the study is 320 secondary school students. The study has two specific objectives, two research questions and two null hypotheses. Frequency and percentages were used to answer all research question and PPMC to establish relationship between the variables. The results indicated that adolescents who experienced conflict with parents (especially about previous scholastic achievements and future educational plans) were also found to experience more intense socio-emotional distress which became a source of their psychosocial stress. This resulted in a higher dissatisfaction in terms of their school attendance and subsequently school performance, increased health complaints, and psychosomatic disorders. These studies are related to the present study because conflict between parents and their adolescent children is a major factor in the determination of stability or instability of any family set up. The study established that conflict is among the characteristics of unstable family, the present study benefited from the past study in area of literature review and recommendations.

Dikkson, (2006) conducted a research on marital conflict and its effects on children, in New York. The main objectives of the study was to find out the different forms of destructive conflict between parents if they played different roles in children's reactions and to also determine whether differences between children's negative reactions to the conflict were consistent over time, and whether children's responses to the conflict changed as they got older. The sample of the study consisted of 223 six-year-old children and their parents for one year.

Interviews and observations at two time points one year apart was used to measure children's distress reactions and negative thoughts, by observing how parents worked out their disagreements. The findings from the study revealed two types of destructive conflicts: hostility and disengagement or indifference. The study further highlighted the possibility that several different types of conflict between parents may negatively affect the well-being of children over time.

The study is similar to the present research as both dealt with conflict related variables, formation of research objectives and questions. However the dissimilarities lies on while the former was on marital conflict, this one is on family stability or instability, both of which have direct bearing on the adolescent members of the family and their academic performance. Also, the studies vary in the sample size and instrument in collecting data which the present study will make use of structured questionnaire and 380 sample size consisting of adolescence and parents of adolescent children.

Harold and Shelton (2004) undertook a research on family instability, child emotional security about family relationships and child adjustment, in United Kingdom. The major objectives of the study were to test if the Security about parenting is influenced by dimensions of children's emotional security. When considered in the context of family stability or instability and if both forms of emotional security about parents' behaviour in the family are related to children's internalizing and externalizing responses, with processes pertaining to children's emotional security about family stability or instability both directly and indirectly (through security about parenting) related to children's adjustment. The study adopted a longitudinal research design and sample sizes were drawn using longitudinal data collected across a 12-month period.

The data from the study was derived from a longitudinal sample of over 500 children whose parents provided written consent for them to participate in a study focusing on the relationship between children's experiences of family life and their socio emotional development. Participants were 181 families and they were 11–12 year-old-child (115 boys, 76 girls) living in Wales, in the United Kingdom.Means and Standard Deviations were used to analyses the data.

Findings of the study revealed that, Relations between family instability, children's emotional security about family instability and parenting, respectively, and children's adjustment were assessed based on reports by mothers, fathers, and children and videotaped analogue procedures completed by children. The study also indicated that children's emotional security about family instability (emotional regulation, cognitive representations and behavioral regulation) mediated the relation between family instability and children's security about parenting. Processes pertaining to children's security in multiple family systems (inter parental and parent–child) provided an indirect mechanism through which inter parental conflict affected children's symptoms of psychological distress (internalizing and externalizing problems) assessed 12 months later.

The past study is similar to the present study because both studies based their samples on adolescents children ,and the effects of family stability or instability and otherwise on adolescents were also identified which form part of the in text literature and research objectives, research questions as well as null hypotheses. However both research dissimilarities lie on the research design and sample size. While the past research made use of longitudinal research design and sample size of 191 adolescence, the present research will employ the use of survey research design and 380 sample size, including the parents of the adolescence.

2.10 Summary of Related Literature

The review of related literature, the researcher discovered that there were works done on marital conflict and family stability or instability and their influence on school attendance and the academic performance of adolescents. The chapter also discussed the concept, effect and influence of family stability on school attendance and academic performance.

The empirical studies were also discussed and were related to the present research, on the influence of family stability or instability on school attendance and academic performance of adolescent in Zamfara State of Nigeria. However, the present research differs from previous researches carried out in that while the past similar researches were on influence of stability or otherwise on academic performance, the present includes school attendance and subsequently academic performance. The gap the present research wanted to feel is that, other researchers have conducted researches on the influence of family stability and instability on academic performance of students using opinion of the respondents. The respondents might not respond appropriately in respect to how his/her stable or unstable family affect attendance to school and academic performance. But this study obtained existing records of students' family background, class attendance register and results to compare their family background with their class attendance and academic performance which forms the basic gaps this research work filled.

CHAPTER THREE

RESEARCH METHODOLOGY

This study was carried out to determine the influence of family stability on school attendance and academic achievement of secondary school students in Zamfara state. The chapter outlined specified the precise method and procedure used in conducting the study. The sub-headings under this chapter are: -

3.1. Research Design

3.2. Population of the Study

3.3. Sample and Sampling Technique

3.4. Instrument for Data Collection

3.4.1. Validity of Research Instrument

3.4.2. Pilot Study

3.4.3. Reliability of the Instrument

3.5. Procedure for Data Collection

3.6. Procedure for Data Analyses.

3.1. Research Design.

Expo-facto research design was adopted in this study. The design is a process of carrying out a study by collecting and analyzing data from existing records of the target population. Lammers and Badia (2005) described ex-post facto best and appropriate for data collection from large population. The choice of survey design is also based on the fact that the entire population cannot be used.

3.2. Population of the study

The target population of the study is 182029 students in all public secondary schools in Zamfara state. The population distribution according to the educational zones is as shown in table 3.1.

Table 3.1: Population for the study

S/n	Name of Educational Zone	No. of Schools	No. of Students
1	KauraNamoda Educational zone	67	66556
2	Gusau Educational zone	78	71054
3	Talata Mafara educational zone	57	44419
	Total	202	182029

Source: Department of Planning Research and Statistics Ministry of Education, Gusau, Zamfara State (2010)

3.3 Sample size and Sampling Procedures

This sub-head deal with the sample size and sampling procedures adopted for the study. Nine secondary schools were purposively sampled, three from each educational zone. The purposive sampling was based on the number of students in the schools. The purposive selection of nine schools was in line with the report of Nkpa, (2000) and Kajang, David and Jatau (2004) who stated that, in conducting expo-facto studies that involved use of existing records of students academic performance 5-10 schools are enough to represent the entire population provided the schools have reasonable population. A sample of 1200 students was proportionately selected across the three educational zones using simple random technique.This is in line with the recommendation of Okeke, (1999), who pointed out that if the total population of a study runs into tens of thousands, the sample of 10% or less is considered adequate.

In order to select the sample, hart-drawn method of “Yes” and “No” were written on pieces of papers. Each piece of paper was folded and put into a bag and thoroughly mixed. The researcher gave an equal chance to students to pick, one by one, from the container. Those who picked “YES” constituted the sample of the study.

Table 3.2 Sample Size

Name of Educ. Zone	Name of School	Number of Student
KauraNamoda	Science Sec. Sch. Zurmi	146
	Namoda Sec. Sch. Kaura	146
	Govt. Day Sec. Sch. Shinkafi	147
Gusau	Govt. Girls Arabic Sec. Sch. Gusau	156
	Sch. for Continue Education, Gusau	156
	Govt. Girls Unity Sec. Sch. K/Kwashi	156
Talata Mafara	Agwaragi Day TalataMafara	97
	Govt. Sec. Sch. Anka	98
	Day Sec. Sch. Bakura	98
	Total	1200

Instrument for Data Collection

The instruments used to collect information from the respondents were three. The first instrument was self-constructed structured questionnaire, titled ‘‘Family Stability Inventory’’(FSI). The instrument contained eight (8) items. This instrument was used to elicit data that determines the family stability or instability of the respondents. The respondents were asked to indicate the relationship that exists among their family members as seen in Appendix II.

The records of obtained from guidance and counseling unit was used to placed students on either stable family of otherwise in order to compare their academic performance.

The second instrument was class attendance register which was used to determine students’ school attendance while termly result was used to determine students’ academic performance.

3.4.1 Validity of the Instrument

To ensure that the instrument meets the expected standard, consultations were made with experts in research methodology who are in the rank of senior lecturers and above in Ahmadu

Bello University, Zaria. In addition, the two researcher's supervisors who are experts in Home Economics were also given copies of the questionnaire for vetting. The three (3) experts were asked to examine the test items for its appropriateness, clarity of statement whether or not the test items were well structured, suggestions and criticisms that would be helpful in improving the quality of test items. After vetting the instrument, their corrections and suggestions were incorporated in the final copy. The instrument is therefore considered suitable for the study.

3.4.2 Pilot Study

In order to determine the reliability of the instrument, a pilot test was conducted. The researcher distributed forty copies of the first instrument titled family stability to secondary school students in Zamfara State. This choice was because they are outside the population of the study and shared common characteristics with the targeted population. Their responses were collected and subjected to statistical analysis.

3.4.3 Reliability of the Instrument

The data collected from the pilot study was used to establish the reliability of the instrument using a test-retest method. The Pearson Product Moment Correlation Coefficient was used to compute the consistency of the instrument. The computation gave a correlation-coefficient of 0.75. A reliability co-efficient of this value is high enough for studies of this nature as observed by Eke (2003), who stated that, the average value of correlation co-efficient should not be less than 0.50 .

3.5 Procedure for Data Collection

A letter of introduction was collected from the Head of Department of Vocational and Technical Education, Ahmadu Bello University, Zaria. The letter was used to introduce the

researcher during data collection. Letter of introduction was presented to the respondents during the exercise. Data was collected by the researcher with the aid of eighteen (18) research assistants covering the three Senatorial Zones in the State. Before the administration of the questionnaire, interaction was held with the respondents so as to create rapport with them. The serial number of each student in the class register was written in their questionnaire. This enabled the researcher easily identify and compare the family stability of each student with his class attendance and academic performance.

In the distribution, face to face delivery method was employed, and the researcher gave the respondents enough time to complete the instrument before collecting back. This procedure is necessary so as to ensure high return. The respondents were instructed by their teachers to write their Exam Numbers on the questionnaire before filling. This questionnaire helped the researcher to cluster the respondents into stable and unstable families and relate with their information obtained from counselling unit of the school.

The second and the third instrument (class register and academic performance) were collected from form masters and exam office. These were used to answer the research questions and test null hypotheses. The exercise lasted for one month.

3.6 Procedure for Data Analysis

The data collected was analyzed in three stages. In the first stage, descriptive statistics was used to analyze the bio-data of the respondents. In the second stage, mean, range and grades were used to answer the research questions raised in chapter one. t-test was used to test null hypotheses one and two. The choice of this tool is also based on the suggestions of Razaq and Ajayi, who opined that t-test analysis is appropriate when a study involves comparing the means

of two groups. Simple Logistic Regression (SLR) was employed to test the null hypotheses three and four. This decision was based on the opinion of Razaq and Ajayi, (2000) who opined that Simple Logistic Regression should be employed to determine the influence of independent variable on dependent variable.

Decision Rule: In answering research question 50% and above performance score was used for stability and less than 50% was used for instability. In the analysis of hypotheses, if t-cal. is greater than table value or ($P \geq \alpha$,) the null hypothesis was rejected and otherwise. On the same vein if the r-cal. is less than the table value or the ($P \leq \alpha$,) the null hypothesis was retained and otherwise. All hull hypotheses were tested at 0.05 levelsof significance.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF DATA

In this chapter, the researcher presents the collected data for analysis and discussion. The analysis is presented under the following sub- headings:

4.1 Presentation and Analysis of Demographic data

4.2 Answering the research questions

4.3 Hypotheses Testing

4.4 Discussions of the Findings

4.1 Analysis of Demographic Data

Analysis of the bio-data of the respondents is as presented in Table 4.1 and 4.2

Table 4.1 Distribution of respondents by their family stability

Family stability	Frequency	Percent
Stable family	548	58
Unstable family	416	42
Total	964	100

Source; Records of Guidance and Counselling Unit (2015)

The analysis of respondents by the parent's stability in Table 4.1 indicated that students who are from stable family were 548 representing 58% while those from unstable family stood at 416 representing 42% of the respondents. The implication is that although rate of stability of the family disparity exists, the difference is not significant enough to affect generalization of the results because stable and non stable families were fairly represented.

4.2 Results of Data Used to Answer the Research Questions

The result of data used to answer the four research questions is as presented in Table 4.2 to 4.5

Research Question One*:* *What is the difference in the class attendance of secondary school students who are from stable family and those who are not in Zamfara State?*

Result of data used to answer research question one is as presented in Table 4.2

Table 4.2: Difference in the class attendance of secondary school students from stable family and those from not in Zamfara state

Variable	No. of Students	Total Attendance	Mean Attendance	Decision
Stable family	548	113,344	322	There is difference in the class attendance
Unstable family	416	96,448	274	

The result of data used to answer research question one shows the difference in the class attendance of secondary school students from stable family and unstable family. From the Table, students from stable families were 548 against 416 that their families were not stable. The total attendance of students from stable family was 113,344 with average attendance of 322 against 96,448 with an average attendance of 274 for those from unstable families. From the analysis, secondary school students whose family were stable were found to be more regular in school compare to their counterparts who are from unstable stable family. The difference in the school attendance of the two groups of students was found to be 48 times.

Research Question Two*:* *What is the difference in the academic performance of secondary school students who are from stable family and those who are not in Zamfara state?*

Summary of difference in the academic performance of the two groups of students in research question two is presented in Table 4.3

Table 4.3: Difference in the academic performance of secondary school students whose families were stable and those whose family were not in Zamfara state

Variable	No. of Students	No. of Subjects	Total Score	Mean Score	Grade	Decision
Stable family	548	9	315830	64	B	There is difference in the performance
Unstable family	416	9	164121	43	P	

The analysis of data in Table 4.3 showed the difference in the academic performance of secondary school students whose families were stable and those whose family were not.The result revealed that all students sat for nine papers in their Mock Examinations. The total scores for students who are from stable family was 315830 with a mean score of 64 representing B grade against 164121 total score with a mean score of 43 representing P grade for those from unstable family. The difference in the mean scores of the two groups of students was 21% which lead to difference in the grades. This implied that students from stable family performed more than those from unstable family.

Research Question Three*:* *What is the influence of family stability on academic performance of secondary school students in Zamfara state?*

Summary of academic performance of secondary school students who are from stable family is present in Table 4.4

Table 4.4: Influence of parental stability on academic performance of secondary school students in Zamfara state

No of students	No of courses	Cumulative scores	Mean Score	Grade	Decision
548	9	315830	64	B	Family stability influence performance

Analysis of data in Table 4.4 showed the influence of family stability on academic performance of secondary school students. The results showed that 548 who are from stable family sat for nine papers in the Mock Examination. The total score obtained by these students

was 315830 with a mean score of 64 and A grade.This implied that family stability positively influences students' academic performance in secondary schools.

Research Question Four*:* *What is the influence of family instability on academic performance of the secondary school students in Zamfara state?*

Summary of academic performance of secondary school students who are from unstable family is present in Table 4.5

Table 4.5: Influence of family instability on academic performance of their secondary school students in Zamfara state

No of students	No of courses	Cumulative scores	Mean Score	Grade
416	9	164,121	43%	P

Analysis of data in Table 4.5 showed the influence of family instability on academic performance of secondary school students. The results showed that 416 who are from unstable family sat for nine papers in the Mock Examination. The total score obtained by these students was 164121 with a mean score of 43 and P grade.This implied that family instability negatively influences students' academic performance in secondary schools.

4.4 Results of test of Null Hypotheses

Analyses of data used to test the hypotheses is presented in Table 4.6 to 4.9

Null Hypothesis One: There is no significantdifference in the class attendance of secondary school students who are from stable family and those whose family are not in Zamfara State

Table 4.6 Difference of the class attendance of students from stable family and those who are not

Family	N	Mean	Std. Dev.	Std. Error	t-cal	t-table	Df	Sign
Stable	548	3.67	1.431	0.818	2.66	1.96	962	0.001
Unstable	416	3.11	1.211	0.64				

Analysis of data in Table 4.6 showed a mean score of 3.67 with standard deviation of 1.431 for class attendance of students from stable family against 3.11 and 1.211 for those whose families are not stable. The calculated t-cal. was greater than the t-crit. (2.66>1.96) and the P<0.05. The analysis therefore shows that there is significant difference between the class attendance of students from stable family and those from non-stable family. The null hypothesis was therefore rejected but the alternate hypothesis was retained.

Null Hypothesis Two: *There is no significantdifference in the academic performance of secondary school students who are from stable family and those whose family are not in Zamfara State*

Table 4.7: Difference of academic performance of students from stable family and those who are not

Family	N	Mean	Std. Dev.	Std. Error	t-cal.	t-cri	Df	Sig.
Stable	548	2.50	0.919	0.0421	2.41	1.96	962	0.000
Unstable	416	2.04	0.816	0.0657				

The result of test of null hypothesis two presented in the Table indicates the means score of 2.50 with standard deviation of 0.919 for students from stable family against 2.04 and 0.816 for those from non-stable family. The t-cal. was found to be greater than the t-crit. (2.41>1.96) and the P<0.05. The analysis therefore shows that there is significant difference between the academic performance of students who are from stable family and their counterparts whose family are not stable. The null hypothesis was rejected but the alternate hypotheses is then retained.

Null Hypothesis Three: *There is no significant influence of family stability on academic performance of secondary school students in Zamfara state*

Table 4.8: Influence of family stability on performance of secondary schools students in Zamfara state

Variable	Mean	Std Dev.	Std. Error	Beta	F Value	R	R^2	Adj R^2	Sig.
Performance	2.48	0.92	0.08	.81	8.86	0.81	0.66	0.59	.0000
Family Stability	2.01	0.30	0.07						

The result of test of null hypothesis three revealed the mean score of 2.48 for students' performance and 2.01 for family stability with standard deviation values of 0.92 and 0.30 respectively. The Beta value was .81 with calculated F-value of 8.86. The R value was 0.81 and the R^2 stood at 0.66 with Probability value less than 0.05. The analysis shows that family stability has 66% influences on academic performance of secondary school students in Zamfara state. Based on the result, the null hypothesis was therefore not retained. The alternate hypothesis which states that, there is significant influence of family stability on academic performance of secondary school students is retained.

Null Hypothesis Four: *There is no significant influence of family instability on academic performance of secondary school students in Zamfara state*

Table 4.9: Influence of family instability on performance of secondary schools students in Zamfara state

Variable	Mean	Std Dev.	Std. Error	Beta	F-Value	R	R^2	Adj R^2	Sig.
Performance	2.04	0.610	0.075	.62	12.85	-0.63	0.40	0.33	.0001
Family instability	2.21	0.293	0.085						

Table 4.9 presents analysis of data used to test null hypothesis four. From the Table the mean scores were 2.04 and 2.21 with standard deviation values of 0.61 and 0.293 for students' performance and family instability respectively. The Beta value was .62 with calculated F-value

of 12.85. The R value was -0.63 and the R^2 stood at 0.40 with Probability value less than 0.05. The analysis revealed that family instability has 40% negative influence of academic performance of secondary school students in Zamfara state. Based on the result, the null hypothesis was therefore rejected. The alternate hypothesis that says there is significant influence of family instability on academic achievement of secondary school students in is therefore accepted.

Summary ofMajor Findings

1. Analysis of data used to test null hypothesis one shows that difference exist in the class attendance of students from stable family and those from unstable family. The calculated t-cal was greater than the t-crit (2.66>1.96) and the P<0.05.
2. Result of test of null hypothesis two shows that students from stable family performed better than their counterparts that are not from stable family. The t-cal. was found to be greater than the t-crit. (2.41>1.96) and the P<0.05.
3. Analysis of data from null hypothesis three shows that family stability has 66% positive influence on academic performance of secondary school students in Zamfara state. The probability value of 0.000 was less than significance level of 0.05.
4. The result of research question four and test of null hypothesis all revealed that family instability has negative influence on academic achievement of secondary school students in Zamfara state. The calculated probability value was less than significance level (0.001>0.05).

4.6 Discussions of the Findings

The results of this study indicate that there is a significant difference between the mean attendance of students from stable family and those from unstable family. The outcome of the study further affirmed the study of Nzewunwah, (1995) who earlier reported the there is a significant difference between students from single parent families and those from two-parent families in terms of attitude to examination malpractices, attitude to studies and academic performance. Similarly, Ham (2004) discovered that students from non-intact family structures were absent from school at a rate of 78% higher than those from intact home. This situation may however be attributed to other factors inherent in the personality of the child, single parent family and students from two-parent family. (Egbochuku and Oliha 2014) His study also shows differences in the truant behaviour of male students from the single parent home and intact parent home and also between female students from single parent family and the two-parent family structure.

The outcome of the study revealed that family instability affects the academic performance of students. This finding was in line with Gale Encyclopedia of Psychology (2001) which reported that, explained that academic performance can be influenced by many factors but the impact family relationship plays on the child cannot be over-emphasized. It further explained that due to tensions from the home, family discord or family instability produce an emotionally barren atmosphere in the home. The relationship between the husband and wife, parents and children relationship among siblings if not checked results to conflict and which have adverse effects on the academic performance of the adolescents in schools. Similar, Sotonade, (1999) reported that family and its structure play a great role in children's academic performance. He also asserts that children of unmarried parents /separated families often fail and are at risk

emotionally. However, this may not be completely applicable in all cases of broken homes. According to Schults (2006), if adolescents from unstable homes are to be compared with those from stable homes, it would be seen that the former have more social, academic and emotional problems. Moreover, Ayodele (2007) stated that the environment where a child finds himself/herself goes a long way in determining his learning ability and ultimately his academic performance in school. The study of Igbinosa (2014) reported that broken homes may present a very serious danger to the emotional, personality, and mental adjustment of the young adolescent.

The outcome of hypothesis three is that stability of family has positive influence on academic performance of students. The outcome of the study further affirmed that studies of Pong and Ju, (2000) shows that children who experienced two or more instability from their parents were more likely to show disruptive behavior at school, to have poorer emotional adjustment, and to have lower grades and achievement scores compared to children who experienced no misunderstanding. Pong and Ju earlier affirmed that students who observed longitudinally, experiencing more than one transition in family structure were associated with a higher likelihood of dropping out of school. Laible and Carlo (2004) affirmed that parental relationship predicts adolescent's outcomes in school in school attendance and academic performance of school age children. Osborn and McLanahan (2007) reported that violence at home can shape students' attitudes about school. She stressed that, a child surrounded by a violent at home who does not expect to live to adulthood may see little purpose in completing an education. Julia maintained that violence in the home increases the likelihood that a student will spend at least part of childhood and/or adolescence in the child protective services system,

perhaps in foster care. For children who live with violence, the situation is quite often just one of a constellation of challenging circumstances that affects their school attendance compare.

The outcome of the study shows that family instability has negative influence on academic performance of students. This finding is similar with that of Laible and Carlo (2004) who reported that family environment and their relationship have a great influence on the academic performance of the student. They further stated that parental relationship predict adolescent's outcomes in school attendance and academic performance of school age children. Igbinosa, (2014), observed that a broken home affects the physical, emotional and academic life of the child affected. The student from a broken home finds things very difficult most especially his academics and these invariably affect his/her performance in school. He also pointed out that a crisis home has negative effect on academic performance on their children.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presented under the following sub-headings:

5.1. Summary

5.2. Conclusion

5.3. Recommendations

5.4. Suggestions for further study

5.1. **Summary**

The purpose of the study was on Influence of parental stability on school attendance academic performance of secondary school students in Zamfara state. The study was carried out to achieve the following specific objectives:

1) Determine the difference in the class attendance of secondary school students who are from stable family and those who are not in Zamfara State, Nigeria.
2) Determine the difference in the academic achievements of secondary school students who are from stable family and those who are not in Zamfara State, Nigeria.
3) Determine the influence of family stability on the academic performance of secondary school students of Zamfara state, Nigeria.
4) Determine the influence of family instability on the academic performance of secondary school students of Zamfara state, Nigeria.

Based on the objectives, four research questions and null hypotheses were formulated. The researcher adopted descriptive survey and expo-facto research designs. The population

ofthe study was 182029. The researcher selected 1200 sample using random sampling technique across the secondary schools in the state as a sample. Nine hundred and six four (964) students properly completed the questionnaire which was used for the study. Mean score, percentages and grades were used in answering research questions. t-test was employed in testing null hypotheses one and two while regression statistics was employed to test hypotheses four and five. The four null hypotheses formulated in the study were tested at 0.05 level of significance. The result of the study is summarized as follows:

1. Students from stable family are more regular in school attendance than their counterparts from unstable family.
2. Academic performance of students from stable family was found to be better than those from unstable family.
3. Family stability has positive influence on academic performance of secondary school students in Zamfara state. The probability value of 0.000 was less than significance level of 0.05.
4. Family instability has negative influence on academic performance of secondary school students in Zamfara state.

5.2 Contribution to Knowledge

The study result of the findings would help the parents of school children to know effects

Family stability and instability so as to keep to stable home to enhance children's academic performance

5.3 Conclusion

Based on the findings of the study the researcher drew the conclusion that stability is a vital factor in any kind of association, let alone family set up. Instability greatly affects school attendance, which ultimately has a direct bearing on academic performance, especially that of adolescent students. Stability in a family fosters healthy growth and development of such a family, which in turn gives birth to healthy and disciplined children that would become good citizens for the nation. On the other hand, instability breads undesirable elements that often drop out of school to become a menace to the society.

5.3 Recommendations

In view of the research results and the conclusions drawn, the following are recommended.

1. Since children from stable families are found to be more regular in school attendance than their counterparts from unstable families, families should closely monitor their children's school attendance. If needs be, they should make it a duty to visit their children's schools periodically so as to keep abreast with all the happenings in school.
2. Since the researcher discovered that academic performance of children from stable families was better than that of those from unstable families, parents should hence know that stability is a must, unless they do not want their children to be the best in school.

3. Every family aspires to have brilliant children in school. Since stability is a factor towards achieving this, parents should endeavour to maintain stability within them for their overall benefit.
4. Families must inculcate the habit of understanding, tolerance and forgiveness in order to avoid instability, especially when their children become adults. This is because instability has negative effect on the academic achievement of their children.

5.4 Suggestions for further Studies

The following researcher recommends further study on:-

1. Effects of broken homes on absenteeism of adolescent students in secondary schools in Zamfara State Nigeria
2. Effects of broken homes on academic achievement of adolescent students in secondary schools in Zamfara State Nigeria
3. A replica of this study should be conducted in other geo-political zones in the country to serve as a basis for comparison of the findings of the study.

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APPENDIX A

LETTER OF RESPONDENTS

Dept of Voc and Tech Education,
Ahmadu Bello University,
Samara, Zaria.

Dear Respondent,

REQUEST TO FILL A QUESTIONNAIRE

I am a post graduate student of the above named department currently engaged in a research on the topic, "influence of family stability or instability on school attendance and academic performance of secondary school students in Zamfara State Nigeria".

You have been identified to please help in completing the attached questionnaire as accurately as possible. Statements are given and you are requested to indicate your degree of agreement and disagreement by ticking (√) in the boxes provided beside each statement. All information will be treated confidentially and will be used only for the purpose of this study.

Thank you for cooperation.

Yours faithfully,

HASSAN Binta Lami
M ed/Educ/02607/2008-09/P13EDVE8014

QUESTIONNAIRE

Questionnaire on the study of influence of family stability/instability on the school attendance and academic performance of secondary school students in Zamfara State, Nigeria:

SECTION A: Personal Data of the Respondent

a. Gender

- Male ( )
- Female ( )

b. Marital Status

- Single ( )
- Married ( )
- Widow ( )
- Divorce ( )
- Living apart ( )

c. Number of children in your family

- One ( )
- Two ( )
- Three ( )
- Four ( )
- Five and above ( )

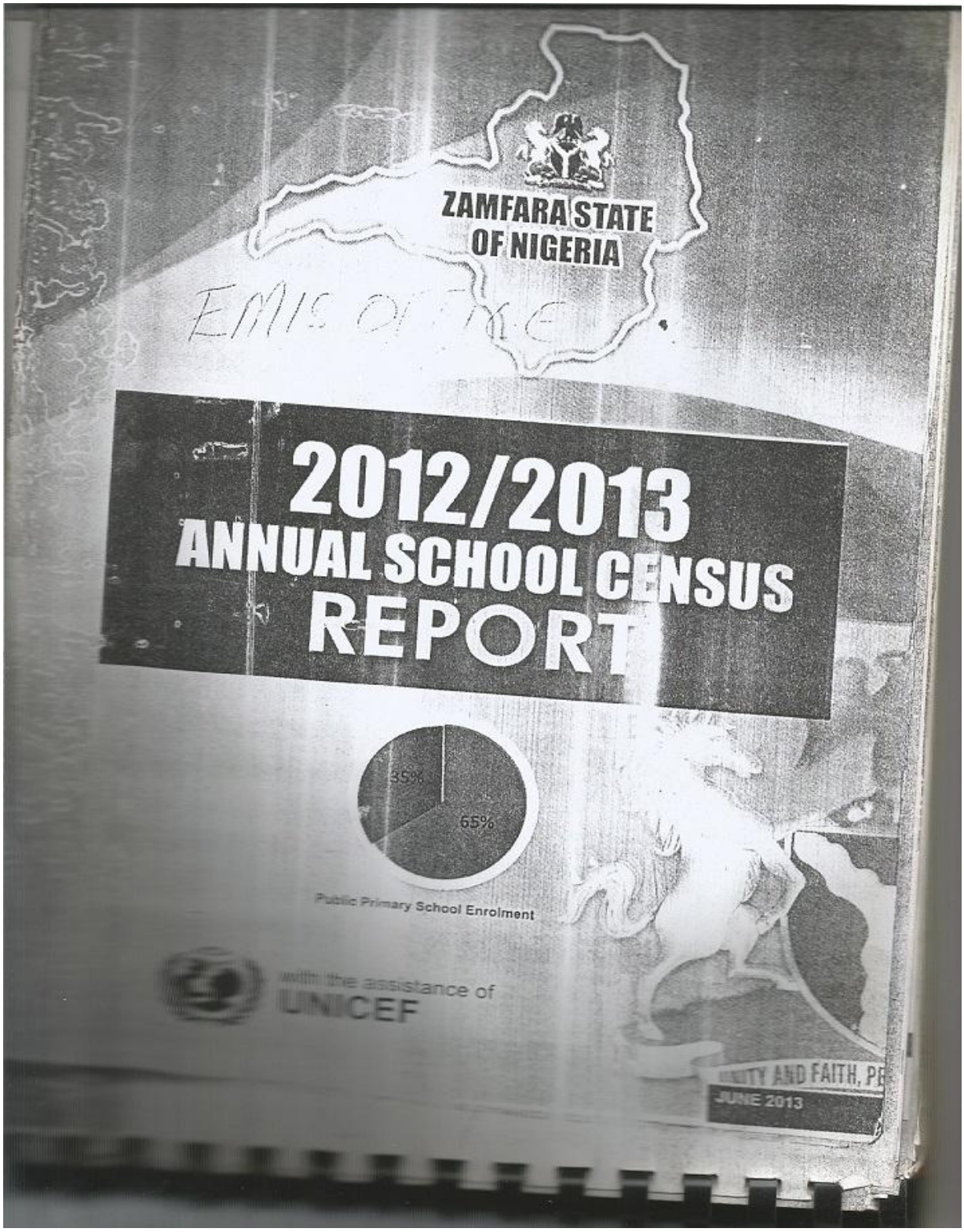
d. Type of family

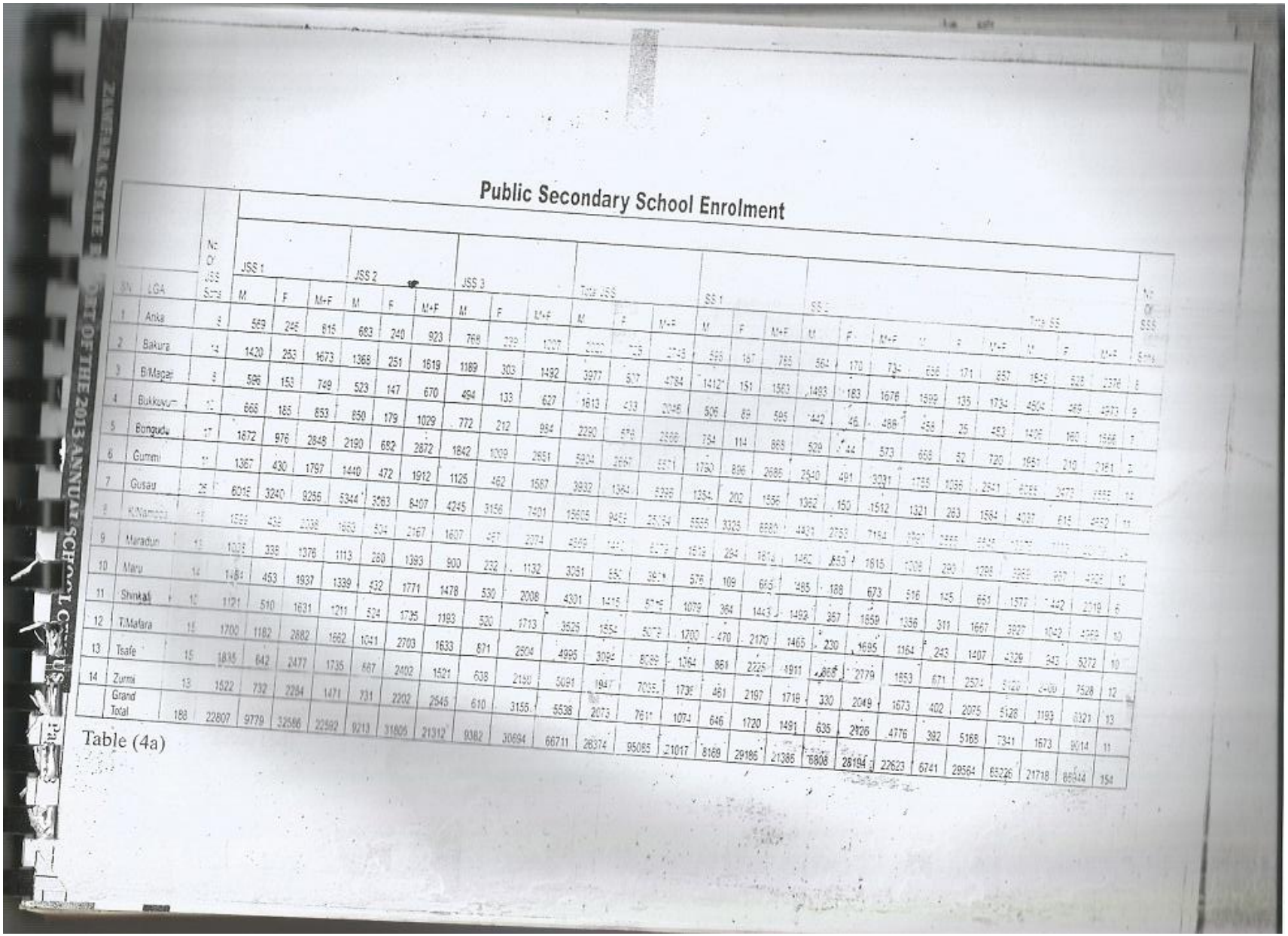
- Monogamous family
- Polygamous family

SECTION B

PLEASE INDICATE BY TICKING (√) IN THE SPACE PROVIDED

S/N	STATEMENT	SA	A	D	SD
A	We eat three square meals at home every day				
B	My parents eat and discuss always at home				
C	I don't know when last my parent had misunderstanding				
D	My parents stay together in the same house				
E	They always encourage me to come to school on time				
F	They help me to solve my assignments				
G	My school fess is paid as when due				
H	My parents always caution me not be rude				
I	They also warned me to be ware of bad peer groups				
J	I will like to emulate my parents' way of life when I get married				


ZAMFARA STATE
OF NIGERIA
2012/2013
ANNUAL SCHOOL CENSUS
REPORT
35%
65%
Public Primary School Enrolment
with the assistance of
UNICEF
JUNE 2013



Public Secondary School Enrolment

S/N	LGA	No. Of JSS Schs	JSS 1			JSS 2			JSS 3			Total JSS			SS 1			SS 2			SS 3			Total SS			No. Of SSS Schs
			M	F	M+F	M	F	M+F	M	F	M+F	M	F	M+F	M	F	M+F	M	F	M+F	M	F	M+F	M	F	M+F	
1	Anka	9	569	246	815	683	240	923	768	292	1060	2020	778	2798	599	187	786	564	170	734	556	171	727	1719	528	2247	8
2	Bakura	14	1420	253	1673	1368	251	1619	1189	303	1492	3977	807	4784	1412	151	1563	1483	193	1676	1599	135	1734	4504	569	5073	9
3	B/Magazi	9	596	153	749	523	147	670	494	133	627	1613	433	2046	506	89	595	442	46	488	358	35	393	1406	160	1566	7
4	Bukkuyum	12	666	165	831	650	179	1029	772	212	984	2280	556	2836	754	114	868	529	44	573	668	52	720	1951	210	2161	8
5	Bungudu	17	1672	976	2648	2190	682	2872	1842	1009	2851	5804	2667	8471	1730	896	2626	2540	491	3031	1755	1036	2791	6025	2473	8498	12
6	Gummi	17	1367	430	1797	1440	472	1912	1125	462	1587	3932	1364	5296	1354	202	1556	1362	150	1512	1321	263	1584	4037	815	4852	11
7	Gusau	25	6016	3240	9256	5344	3063	8407	4245	3156	7401	15605	9459	25064	5555	3325	8880	4431	2753	7184	4761	3555	8316	14747	9633	24380	25
8	K/Namoda	12	1559	432	1991	1693	504	2197	1607	467	2074	4859	1403	6262	1513	284	1797	1460	353	1813	1008	288	1296	3981	925	4906	12
9	Maradun	13	1028	336	1364	1113	280	1393	900	232	1132	3041	848	3889	575	109	684	485	188	673	516	145	661	1577	442	2019	6
10	Maru	14	1484	453	1937	1339	432	1771	1478	530	2008	4301	1415	5716	1079	364	1443	1492	357	1859	1336	311	1667	3927	1042	4969	10
11	Shinkafi	12	1121	510	1631	1211	524	1735	1193	520	1713	3525	1554	5079	1700	470	2170	1465	230	1695	1164	243	1407	4329	943	5272	10
12	T/Mafara	15	1700	1182	2882	1662	1041	2703	1633	871	2504	4995	3094	8089	1364	861	2225	1911	868	2779	1853	671	2524	5128	2400	7528	12
13	Tsafe	15	1835	642	2477	1735	667	2402	1521	638	2159	5091	1947	7055	1736	461	2197	1719	330	2049	1673	402	2075	5128	1193	6321	13
14	Zurmi	13	1522	732	2254	1471	731	2202	2545	610	3155	5538	2073	7611	1074	646	1720	1491	635	2126	4776	382	5168	7341	1673	9014	11
	Grand Total	188	22807	9779	32586	22592	9213	31805	21312	9382	30694	66711	28374	95085	21017	8169	29186	21385	6808	28194	22623	6741	29564	65226	21718	86944	154

Table (4a)

ZAMFARA STATE OF NIGERIA

FEMALE EDUCATION BOARD

SCHOOL REGISTER

School

Department

School Year Commencing

and Ending

Class: SS 2A

Departement:

N.B. If this register is used for more than one class, or if the Class is divided into sections under different teachers, the class or sect of each Child must be shown in the column).

Games fees etc. Paid	NAME (in Mixed Schools, Girls in Red Ink)	Number in Admission Regi	Age	Date of Pro motion to this Class (infants Date of admission)	No.	1 Week ending 27/1/12 M T W Th F	2 Week ending 3/2/12 M T W Th F	3 Week ending M T W
	Abdullahi m. Asiya				1	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓
	Abdullahi Badiya				2	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓
	Abdulrashid Salima	X			3	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓
	Abdul-hamid Fatima				4	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓
	Ali-yu -A. Hadiza				5	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓
	Abdulhakim Zainab				6	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓
	Aminu -G. Hairatu				7	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓
	Abdullahi maryam				8	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓
	Abdullahi -m. Bilkisu				9	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓
	Abubakar Asma'u				10	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓
	Abubakar Umma				11	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓
	Ali-yu Fauziya				12	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	0 0 0 0 0
	Adamu Aggess				13	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓
	A. mahdi Rukaiya				14	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓
	Abdullahi Laiya				15	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓
	Abdullahiadi Fatima				16	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓
	Buyero Aisha				17	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	0 0 ✓
X	Bala Raliya				18	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓
	Bashir maryam				19	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ 0 0
	Ibrahim Lara'u				20	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓
	Lubo Fatima				21	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	0 0 ✓
	Ibrahim Wasila				22	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ 0 0
	Jafo Fatima				23	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓
	Yakubu Hamsatu				24	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓
	Aliyu Farida				25	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓
	Ibrahim Rabiya				26	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓
X	Ibrahim -A. Fatima *				27	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓
	Idris Lalik Safiya				28	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓
	[illegible] Aisha				29	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓
					30	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓
					31	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓
					32	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓
					33	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓
					34	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓
					35	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓
					36	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓
					37	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓
					38	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓

HOLIDAY

PUBLIC

HOLIDAY

PUBLIC

HOLIDAY

079 EKE BLESSING ECON. . . /E8 GEOG. . . /E8 ENG-LANG/E8 HAU-LANG/A1 MATHS. . . /C6 AGR
CHEM. . . /E8 PHYSICS /E8

080 FARUK A'ISHA ECON. . . /D7 GEOG. . . /C6 GOVT. . . /B3 ISL-STDS/B2 ENG-LANG/D7 HAU
AGRICSCI/C5 BIOLOGY /D7

081 FARUK MARYAM ECON. . . /E8 GEOG. . . /D7 GOVT. . . /E8 ISL-STDS/B3 ENG-LANG/E8 HAU
AGRICSCI/C6 BIOLOGY /E8

082 HALIRU BALKISU GEOG. . . /D7 ISL-STDS/B3 ENG-LANG/D7 HAU-LANG/A1 MATHS. . . /C6 AGR
CHEM. . . /C6 PHYSICS /E8

083 HARUNA BALKISU GEOG. . . /C6 ISL-STDS/B2 ENG-LANG/D7 HAU-LANG/A1 MATHS. . . /C6 AGR
CHEM. . . /C6 PHYSICS /D7

084 HASSAN KARIMA GEOG. . . /D7 ISL-STDS/B3 ENG-LANG/E8 HAU-LANG/B3 MATHS. . . /C6 AGR
CHEM. . . /E8 PHYSICS /E8

085 HASSAN SUMAYYA ECON. . . /E8 GEOG. . . /C6 GOVT. . . /C4 ISL-STDS/B3 ENG-LANG/D7 HAU
AGRICSCI/C5 BIOLOGY /D7

086 IBRAHIM AMAMATU GEOG. . . /C5 ISL-STDS/B2 ENG-LANG/D7 HAU-LANG/A1 MATHS. . . /C6 AGR
CHEM. . . /C6 PHYSICS /E8

087 IBRAHIM AMINA ECON. . . /C6 GEOG. . . /E8 GOVT. . . /C5 ISL-STDS/B3 ENG-LANG/D7 HAU
AGRICSCI/C5 BIOLOGY /E8

088 IBRAHIM FADIMATU ECON. . . /E8 GEOG. . . /C6 GOVT. . . /C5 ISL-STDS/B3 ENG-LANG/D7 HAU
AGRICSCI/C6 BIOLOGY /E8

089 IBRAHIM FARIDA ECON. . . /E8 GEOG. . . /D7 GOVT. . . /C5 ISL-STDS/B3 ENG-LANG/E8 HAU
AGRICSCI/D7 BIOLOGY /F9

090 IBRAHIM FATIMA ECON. . . /D7 GEOG. . . /D7 GOVT. . . /C6 ISL-STDS/B3 ENG-LANG/E8 HAU
AGRICSCI/C5 BIOLOGY /F9

091 IBRAHIM HADIZA ECON. . . /E8 GEOG. . . /D7 GOVT. . . /C4 ISL-STDS/C4 ENG-LANG/E8 HAU
AGRICSCI/D7 BIOLOGY /F9

092 IBRAHIM HASSANA ECON. . . /D7 GEOG. . . /C6 GOVT. . . /B3 ISL-STDS/B3 ENG-LANG/E8 HAU
AGRICSCI/C5 BIOLOGY /E8

093 IBRAHIM LAURATU ECON. . . /E8 GEOG. . . /C6 GOVT. . . /C4 ISL-STDS/B3 ENG-LANG/E8 HAU
AGRICSCI/D7 BIOLOGY /F9

094 IBRAHIM LI'IMATU GEOG. . . /C6 ISL-STDS/B2 ENG-LANG/E8 HAU-LANG/B3 MATHS. . . /C6 AGR
CHEM. . . /D7 PHYSICS /E8

095 IBRAHIM MURJANATU ECON. . . /D7 GEOG. . . /C6 GOVT. . . /C5 ISL-STDS/B3 ENG-LANG/E8 HAU
AGRICSCI/C6 BIOLOGY /E8

096 IBRAHIM SUWAIBA ECON. . . /D7 GEOG. . . /C6 GOVT. . . /C4 ISL-STDS/B2 ENG-LANG/E8 HAU
AGRICSCI/C6 BIOLOGY /E8

097 ILIYASU BALKISU ECON. . . /E8 GEOG. . . /C6 GOVT. . . /C5 ISL-STDS/B3 ENG-LANG/F9 HAU
AGRICSCI/C5 BIOLOGY /E8

098 ILIYASU LAURATU GEOG. . . /C6 ISL-STDS/B2 ENG-LANG/D7 HAU-LANG/A1 MATHS. . . /C6 AGR
CHEM. . . /D7 PHYSICS /E8

099 ISAAC NA'OMI ECON. . . /D7 GEOG. . . /C6 GOVT. . . /B3 ENG-LANG/E8 HAU-LANG/A1 MATI
BIOLOGY /E8 HOMENANG/B2

100 ISAH A'ISHA GEOG. . . /C6 ISL-STDS/B2 ENG-LANG/D7 HAU-LANG/B2 MATHS. . . /C6 AGR
CHEM. . . /D7 PHYSICS /E8