

**RELATIONSHIP BETWEEN HOME BACKGROUND AND ACADEMIC
PERFORMANCE OF SENIOR SECONDARY SCHOOL STUDENTS IN JAHUN
EDUCATION ZONE JIGAWA STATE, NIGERIA**

BY

**Fatima Idris JAHUN (P13EDPC8074)
B. A. Ed, PGDE Islamic Studies**

**A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES,
AHMADU BELLO UNIVERSITY, ZARIA**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE
DEGREE OF MASTER (M.ED) GUIDANCE AND COUNSELLING IN EDUCATION**

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

**SUPERVISORS:
Prof. M.I. Abdullahi.
Prof. SaniSambo**

MAY, 2018

DECLARATION

I declared that this Dissertation Titled **Relationship Between Home Background And Academic Performance Of Senior Secondary School Students In Jahun Education Zone Jigawa State** was carried out by me in the Department Of Educational Psychology And Counseling. Ahmadu Bello University, Zaria. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this Dissertation was previously presented for another Degree or Diploma at this or any other institution

Fatima Idris Jahun

Date

CERTIFICATION

This dissertation entitled “**Relationship Between Home Background And Academic Performance of senior Secondary School Students InJahun Education ZoneJigawaState**” by Fatima Idris JAHUN meets the regulations governing the award of Master’s Degree (M.Ed.) Guidance and Counselling of Ahmadu Bello University, Zaria Nigeria and is approved for its contribution to knowledge and literary presentation.

Prof. Mustapha I. Abdullahi
Chairman, Supervisory Committee

Date

Prof Sani Sambo
Member, Supervisory Committee

Date

Dr. I.A. Aisha
Head, Department of Educational
Psychology and Counseling

Date

Prof. S.Z. Abubakar
Dean, School Postgraduate Studies

Date

DEDICATION

To the spirit of my father (late) Dr.Idris Umar Jahun, my mother, HajiyaSa'adatuIdris and my husband, Dr.Tasiu Ahmad.

ACKNOWLEDGEMENTS

Without help from Allah the researcher would have not accomplished this research, thanks to Allah. The researcher is grateful and acknowledges Prof. Mustapha I.A for his help in every stage of the research and whenever needed, guiding her and having confidence on the research and the researcher to the successful completion of her Masters program and the research. The researcher likes to acknowledge and appreciate Prof. SaniSambo her second supervisor for all his help and effort to see her successfully complete this research. The researcher wish to offer her special thanks to Prof. Raliya M. Bello for recognizing the hard work and effort of the researcher. The researcher will like to acknowledge the assistant of her internal examiners, and, Dr. (Mrs) HadizaTukur O, Dr.Yunusa Umar for the time they devoted in making useful, constructive criticism and suggestion during and after the internal defense. The researcher want to extend her appreciation to all lecturers in Department of Educational Psychology and Counselling Faculty of Education Ahmadu Bello University, Zaria which include: Prof. D.A. Oliagba, Dr. (Late) J.O. Bawa, Prof. Khadija Mahmoud also to Prof. M. Balarabe, Prof. E.F. Adeniyi, Dr. Adisa O, and Dr. Maude L.K. for their corrections and advice. The researcher will like to thank Prof. Mamman Musa and Prof Yahyakajuru.

The researcher wishes to acknowledge and praise her daughters and sons for their understanding and patience with her. She wishes to acknowledge Pharmacist, SaminuFalalu who have helped her in the statistical part and encouraged her to undertake this task. The researcher wishes to acknowledge her brothers, sisters and their kids and all members of her extended family.

OPERATIONAL DEFINITION OF TERMS

The following are the definition of the key terms of the study:

Academic Performance: The scores obtained from teacher made test in English and Mathematics to be administer by the researcher

Family Type: Recognized and formal way of living by which members are related either through marriage or blood ties which is divided in to two monogamous and polygamous families.

Home background:Family types, parents' education background and parents' involvement.

Monogamous Family: is the type family with a father (husband), a mother (wife) and their children.(a man with one wife)

Parent Educational background:The level of educational attainment of one's parent

Parental Involvement in School Activities:A measure or an index of parental support in to school related activities of children within and outside the school.

Polygamous Family: is the type of family with a father (husband), mothers (wives) and their children. (a man with more than one wife)

TABLE OF CONTENTS

| | |
|--|------|
| Title Page | i |
| Declaration | ii |
| Certification | iii |
| Dedication | iv |
| Acknowledgments | v |
| Definition of Terms | vi |
| Table of Contents | viii |
| List of Tables | x |
| Abstract | xi |
| CHAPTER ONE: INTRODUCTION | |
| 1.1 Background to the Study | 1 |
| 1.2 Statement of the Problem | 4 |
| 1.3 Objectives of the Study | 5 |
| 1.4 Research Questions | 5 |
| 1.5 Hypotheses | 5 |
| 1.6 Basic Assumptions | 6 |
| 1.7 Significance of the Study | 6 |
| 1.8 Scope and Delimitations | 8 |
| CHAPTER TWO: REVIEW OF RELATED LITIRATURE | |
| 2.1 Introduction | 9 |
| 2.2.1 Concept of Home Background | 10 |
| 2.2.2 Concept of Family Type | 11 |
| 2.2.3 Concept of Parents' Education Background | 13 |
| 2.2.4 Concept of Parent' Involvement in School activities | 14 |
| 2.2.5 Concept of Academic Performance | 17 |
| 2.3 Parent Education Background And Academic Performance | 19 |
| 2.4 Parental Involvement and Students Academic Performance | 23 |
| 2.5 Family type and Academic Performance | 28 |
| 2.6 Theoretical Framework | 34 |
| 2.6.1 Epstein's Framework of Six Types of Involvement | 34 |

| | |
|---|----|
| 2.6.2 Socialization Theory | 40 |
| 2.6.3 Weiner Attribution Theory for Success or Failure | 42 |
| 2.7 Empirical studies | 45 |
| 2.8 Summary of the Study | 54 |
| CHAPTER THREE: METHODOLOGY | |
| 3.1 Introduction | 56 |
| 3.2 Research Design | 56 |
| 3.3 Population of the Study | 56 |
| 3.4 Sample and Sampling Technique | 58 |
| 3.5 Instrumentation | 59 |
| 3.5.1 Validity of the Instruments | 60 |
| 3.5.2 Pilot Testing | 60 |
| 3.5.3 Reliability of the Instrument | 60 |
| 3.6 Procedure for Data Collection | 61 |
| 3.7 Procedure for Data Analysis | 61 |
| CHAPTER FOUR: RESULTS AND DICUSSION | |
| 4.1 Introduction | 63 |
| 4.2 Demographic Characteristics of Respondents | 63 |
| 4.2.1 Distribution of Bio Data variables in Frequencies and Percentages | 63 |
| 4.3.1 Research Question One | 64 |
| 4.3.2 Research Question Two | 65 |
| 4.3.3 Research Question Three | 65 |
| 4.4.1 Test of Hypotheses | 66 |
| 4.5 Summary of the Major Findings of the Study | 68 |
| 4.6: Discussion of Findings | 68 |
| CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION | |
| 5.1 Introduction | 72 |
| 5.2Summary | 72 |
| 5.3 Contributions to Knowledge | 73 |
| 5.4 Conclusion | 73 |
| 5.5Recommendation | 74 |

| | |
|-------------------------------------|-----------|
| 5.6 Suggestions for Further Studies | 75 |
| References | 76 |
| Appendices | 81 |

LIST OF TABLES

| | | |
|------------|--|----|
| Table 3.1: | Population of the Study by School and Gender | 57 |
| Table 3.2: | Target Population of the Study by School and Gender | 57 |
| Table 3.3: | Sample Size | 58 |
| Table 4.1: | Distribution of the Respondents by Gender | 63 |
| Table 4.2: | Distribution of the Respondents by Age | 63 |
| Table 4.3: | Distribution of the Respondents by Parent Level of Education | 64 |
| Table 4.3: | Relationship between Parents Education Background and academic performance of secondary school students in Jahun Education Zone, Jigawa State | 65 |
| Table 4.4: | Relationship between parents' involvement in school activities and Academic Performance of secondary school students in Jahun Education Zone, Jigawa State | 65 |
| Table 4.5: | Relationship between Family Type and Academic Performance of Secondary School Students in Jahun Education Zone, Jigawa State | 66 |
| Table 4.6: | Relationship between Parents Education Background and Academic Performance among Secondary School Students | 67 |
| Table 4.7: | Relationship Parent Involvement and Academic Performance of Secondary School Students in Jahun Education Zone, Jigawa State | 67 |

ABSTRACT

This study employed correlational design in finding the relationship between home background and academic performance among secondary school students in Jigawa State. The population is 626 students. The sample of the study was made of 242 students, drawn through proportionate and simple random sampling techniques. The Instrument used to collect data was Parent And School Survey (PASS) Questionnaire And Students Performance Test. Data collected were analyzed using mean, standard deviation, and chi square. The objectives and corresponding research questions and hypotheses were answered and tested in mean scores and standard deviation were used to answer the research questions while chi square was used in testing the hypotheses at 0.05 level of significance. The findings revealed no significant relationship between family type and academic performance ($p=0.936$) the second finding revealed that there was no significant relationship between parents education background and academic performance in Jahun Education Zone Jigawa State. ($p=0.787$). The third finding revealed significant relationship between parent involvement and academic performance among secondary school students in Jahun Education Zone ($p=0.000$). Based on the research findings, the researcher recommended that counsellors, educational psychologists and teachers should help the students to reduce their personal concern or problem irrespective of their family type generally and academic performance by creating awareness to students on how to utilize their home and school environment.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Academic performance has been a major area of concern to many educationists, educational administrators, curriculum planners, psychologists and school guidance counselors. Academic performance is related to achievement than any other teachers' behaviours. Academic achievement is more likely to occur when students are provided accelerated experiences which are challenging and rigorous when students are given opportunities to interact with intellectual peers as well as their chronological age peers and It is measured by the examination result which is one of the major goals of a school. Schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing good academic performance.

Education is an essential need of the society; as such academic performance is positioned very high on the national agenda, with educators and policy makers putting effort in testing, accountability and other related concerns. The United Nations Report (2001) as cited by Mullis, Martin, Foy and Drucker (2012), highlighted education as a basic right and need which was vital towards achieving the second goal of the old Millennium Development Goals and equally important to the current Sustainable Development Goals, because good education (academic performance) guarantees skilled and dynamic citizens.

Several factors may affect students' academic performance among them is home background which has to do with "family type, parents' educational background" and

parent' involvement to school which has been of great importance in shaping the performance of children in schools worldwide. This is because; academic performance is usually as a result of motivation the children get from the people they interact with in their initial stages of life. Family types are recognized as the formal way of living. The two main family types used in this study are monogamous and polygamous children from either of these family background are believed to differ in their academic performance as a result of different conditions they experience which could be an indicator for high or low academic performance (Mirazchiyski, 2013). The social interaction as well as environmental condition that exist in a family is known by scholars to have positive and negative effect on the academic performance of a child. The emotional stability of students from either of these families is a precondition to their academic performance. Sometimes children from educated parents have more advantage as they receive more stimulation at home thereby enhancing their academic performance.

Parents' high aspirations have additional benefit and motivation. Direct experience by learners is one of the most important determinants of academic performance as children from educated parent have the chance of having access to audio visual materials. However, children from uneducated parents have the advantage of perceiving what it means to be with lower educational background as such it makes them develop more interest on their studies which will help to improve their academic performance. Moreover, parents with lower educational background try as much as possible to provide their children with the necessarily resources needed in school to motivate them on the importance of education in order not to end up being like them and also change their social class (Omoregbe, 2012).

Parental support, may be defined as the availability of emotional resources and approval that a parent provides to his or her child, which has been found to be an influential factor in the overall well being of children. A child, brought up with affection and care in the least restrictive environment would be able to cope up better with the sighted world. Therefore, the family shapes the social integration of the child more than a formal school. One of the most important attributes of parent involvement is consistency. As children mature into adolescence, family support in their learning remains important. Family Parents/guardians need to influence their children by increasing familiarity in the school subject, taking interest in their school work, enroll them for extra lessons, ensuring that home work is done, acquire film and other electronic materials that can stimulate their interest in school based careers and enable the children to develop friendly attitude to the school subject Oundo, Poipoi, and Were (2014). These experiences are effective in removing hostility towards schoolwork. The effectiveness, with which parents are able to motivate their children to learn in school by way of enhancing their home and school learning environments, may be function of their family type and educational background.

The extent and effectiveness of parental support depends on a variety of reasons, such as, ethnicity, family type and home environment and their awareness about the importance of education. Mainly, family has responsibility to socialize children for making them productive members of the society. The more the parents involve in the process of imparting education to their children, the better the children might excel in their academic career and to become the productive and responsible members of the society. It has been assumed that academic performance of students may not only depend on the quality of

schools and the teachers, but also the extent of parental educational background, family type and parental support has vital role to play in academic performance of their children .

1.2 Statement of the Problem

Various research findings have reported poor academic Performances of students in their final year examinations (West African Examination Council (WAEC) and The National Examination Council (NECO)). For instance available records of WAEC result analysis from 2012- 2016 show a continuous decline in students overall performance in school certificate examinations, in both Mathematics and English in Jahun educational zone, Jigawa State. Despite the fact that Jigawa State government have been trying on improving the educational standard in the State, where they have free education for all students at secondary school level, but there is still record of failure in English and Mathematics in the State. This draw the attention of the researcher to find out whether the home background of the students affects their performance. It is stipulated that a minimum of credit pass in English and Mathematics is required as one of the criteria for admitting candidates aspiring to study any course in tertiary institutions. Unfortunately, the numbers of candidates with a minimum of credit pass in Mathematics and English have not been encouraging especially in the study area (Jahun Education Zone). This has denied many students the opportunity of getting admitted into higher institutions. Students' failure trends in Mathematics and English at SSCE level is illustrated in Table on the appendix

In light of the above issues, the researcher determines the relationship between home background and academic performance among secondary school students in Jahun education zone, Jigawa state.

1.3 Objectives of the Study.

The following objectives were tested in the study at 0.05 significance level:

1. Relationship between family type and academic performance of secondary school students in Jahun education zone, Jigawa state.
2. Relationship between parent's education background and academic performance of secondary school students in Jahun education zone, Jigawa
3. Relationship between parent's involvement in school activities and academic performance of secondary school student in Jahun education zone, Jigawa state.

1.4 Research Questions

The following research questions were raised and answered in the study:

1. What is the relationship between family type and academic performance of secondary school students in Jahun education zone, Jigawa state?
2. What is the relationship between parents' educational background and academic performance of secondary school students in Jahun education zone, Jigawa state?
3. What is the relationship between parents' involvement in school activities and academic performance of secondary school students in Jahun education zone, Jigawa state?

1.5 Hypotheses.

The following Null hypotheses were tested in the study:

1. There is no significant relationship between family type and academic performance of secondary school students in Jahun education zone, Jigawa State.

2. There is no significant relationship between parents' educational background and academic performance of secondary school students in Jahun education zone, Jigawa State.
3. There is no significant relationship between parents' involvement to school and academic performance of secondary school students in Jahun education zone, Jigawa State.

1.6 Basic Assumptions.

It is assumed that relationship may exist between

1. family type and academic performance of secondary school students in Jahun education zone Jigawa State.
2. parents' education background and academic performance of secondary school students in Jahun education zone, Jigawa State.
3. Parental involvement to school and academic performance of secondary school students in Jahun education zone, Jigawa State.

1.7 Significance of the Study.

It is hoped that the results of this study would contribute to the growing body of knowledge and it will benefit students, parents, school managements, school guidance counsellors and fellow researchers.

The findings of this study will help to enlighten students on the influence of various parental and family factors on their academic performance. This will help them to understand their individual peculiarities and make necessary adjustment for better academic performance.

The findings of this study will also provide blue print or guide to parents on the importance of their involvement in their children school activities in shaping the academic performance of their children. Also, the findings of this study will help to enrich the knowledge of parents from different educational background and family type to adjust properly in promoting their children academic performance.

The study will equally help various School Management by enlighten or increasing the awareness of the school management on the significance of children's family background and parents support to the academic performances of their students. This will help the school management to manage the affairs of their students better thereby leading to improvement of their students' academic performance.

The findings of this study will help to enrich the knowledge of school guidance counsellors on the influence of parents' involvement in their children school activities. It will also provide vital information to the school guidance counselors which will serve as a guide in helping students to adjust properly to their school activities on the bases of their family background and family type.

Also, findings of this study will serve as additional literature to the relatively few existing ones on relationship between home background and academic performance for the researchers to review for further studies in order to establish more evidence on the relationship between home background and academic performance of secondary school students.

1.8 Scope and Delimitations.

This study examined the relationship between home background and academic performance of senior secondary school students in Jahun Education Zone, Jigawa State. The aspect of home background used were family type which has to do with polygamous and monogamous family, parent's educational background and parents, involvement in school activities. The population of the study was senior secondary school students of Jahun Education Zone, which comprised of eleven senior secondary schools totaling about one thousand two hundred and twenty five students spread across the schools. The study was delimited to Jahun Education Zone, which is one of the six education zones in Jigawa state. However this study was delimited to SSII students of some selected Government Day secondary schools in the Zone. This is because the SS III students where not available for the study On Parent School Involvement and Teacher Made Test For Students In because they were busy writing their final year examinations. The sample was drawn from only day schools, this is because the students of day schools have direct contact with their parents than those of boarding who have less or limited access with their parent. Both parents of those in boarding and day schools share the same characteristics. Questionnaire Mathematics and English was used as the instrument for data collection.

CHAPTER TWO

REVIEW OF RELATED LITIRATURE

2.1 Introduction

This chapter presents review of relevant works related to the present study under the following headings and sub heading:

2.2.1 Concept of Home Background

2.2.2 Concept of Family Type

2.2.3 Parents Education Background

2.2.4 Parents' Involvement in School activities

2.2.5 Academic Performance

2.3 Family Type and Academic performance

2.4 Parent education Background and Academic performance

2.5 Parents' Involvement in school activities and Academic Performance

2.6 Theoretical Framework

2.6.1 Epstein's Framework of Six Types of Involvement Theory

2.6.2 Socialization Theory

2.6.3 Weiner Attribution Theory for Success or Failure

2.7 Empirical Studies

2.8 Summary

2.2.1 Concept of Home Background

Home background refers to all the conditions and circumstances in the family which influence the child physically, intellectually and emotionally (Muola, 2013). Home background is a term used to summarize a variety of actors including parental education and occupations that influence students' performance. Home background characteristics include parents' education, income, median age, home ownership, number of children taken into consideration; students are more likely to succeed academically if their parents actively support their learning (Ojimba, 2013). Home background in this context include the variables in the home that influence academic performance and success, these includes t family types, (monogamy and polygamy), education level of parents, environments of the home including reading materials available in the and the content levels of discussion that take place between parents and children.

Home background is a collective terminology comprising of social class/status, economic status, family size, family structure, parents' educational level, occupation and other factors pertaining to family life. Family background in the context of this study refers to family structure, parents' occupation and parents' level of education. Family structure is meant whether the family is monogamous or polygamous. Monogamy refers to a system of custom whereby a man or woman is allowed to have only one spouse at a time while polygamy is a system which allows a man to have more than one wife, as in Nigeria and many other African countries (Osuafor & OKonkwo 2013). Home background has important implications concerning the role of governments in funding education and the relative merits of supply- and demand-side approaches to funding.

Home background and school resources is a function of national economic development which outweighed the effects of school resources, leading to a popular

interpretation that “schools do not make a difference Nonoyama-Tarumi & Willms, (2013). Home background plays vital role on a child’s life. Home background refers to all the objects, forces and conditions in the family which influence the child physically, intellectually and emotionally (Muola 2013). Children coming from different home backgrounds are affected differently by such variations and that is why some children have good family background while the family background of others are poor, home background may vary from time to time for the same individuals. The author further stated that because it is the parents who are primarily responsible for establishing the family and exercise control over it, they are responsible for the type of family background that exists. This means that parental attitudes are very important in promoting healthy family background (Osuafor & Okonkwo, 2013).

The home environment is considered a powerful influence on the child. A home environment is viewed as consequential for child developmental outcomes such as cognitive ability, school readiness, academic achievement and emotional adjustment. Historically, examinations of the influence of home environments on developmental outcomes have focused on distal variables as the primary measures of home experience, such as the family income, parents educational level, parents occupational status, parents’ involvement in school activities and parenting styles of authoritarian, demanding and permissive. (Dzever, 2015)

2.2.2 Concept of Family Type

Family has been described as the smallest, most personal and not intimate of social groups. It is the most important primary group and the smallest social unit in the society Osuafor and Okonkwo (2013) express that, the family is the bedrock of the society and reported that a stable and well developed childhood can be guaranteed by a stable

family. Moula(2013) also defined family as a social group sharing a common residence and cooperating economically. He stressed that the institution of the family is usually based on the marriage of one or more sexually co-habiting couples and usually there is the expectation of having children for whom the adults of the family accept responsibility.

He observed that family is the most personal and social organization, for nothing is more personal than the interaction and relationship between members of a family. Moula emphasized that married couple without children, though bound by the strongest personal ties do not constitute a family for such ties can conceivably exist among couples who are not married. For him, what gives a family its full character are children, for only in such a family can that intimate, personal relationship be established by which the family can perform its functions of rearing, protecting and educating the children, transmitting to them the social values it has inherited and a special bond between all the members. This kind of family setting is similar to the Nigerian traditional idea of family. Traditionally, it is believed that it is the children that cement the union of a man and a woman together and makes it a lasting and intimate one.

The primary aim of this union is procreation. Family can be classified into monogamous and polygamous form. Monogamous family is basic form of family organization. It is made up of the father (husband), mother (wife) and children. Polygamous family is made up of father (husband), mothers (wives) and their children. The concept of polygamy used here refers to bonded relationships between one man and multiple women entered into in a legal or religious contract has been shown to vary across cultures (Onongha, 2015). Family also plays a major role in determining one's future career through socializing the young one into vocation or trade for self-reliance, by exposing the child to either the vocation of the family or any desirable trade before the

child becomes adult. Family being the initial contact where the child learn the concept of authority, good manner and respect for elders, it is also laid to or determine the intellectual development of the child through activities that develop language and number competence in the child (Ella, Odok and Ella, 2015).

The family being a powerful influence on the child and its importance as a primary agent of socialization could in no doubt enhance or hinder the academic achievement of the child depending on the social climate in the family. Variance in psycho-social emotional fortification in monogamy and polygamy family background could be an indicator to high or low academic performance of students.

According to (Adesehinwa 2013) family structure/type is defined as the composition of members of the family. Usually, the people living together with the child in the household is the most interesting characteristic of family structure, as these people will typically have an influence on the child's development and living conditions. Family structure is often used synonymously with household composition. Important aspects are the presence or absence of parents living together with the child in the household. Often, the presence of siblings and grandparents is also seen as relevant. (Mirazchiyski, 2013)

2.2.3 Concept of Parents Education Background

Parent educational background is a parental characteristic which has been studied as a variable in predicting a Childs educational attainment. The concept is related to both family socioeconomic level and parental occupation and some effort has been made to partial out the effects of these variables (Mphil, Iqbal & Tasneem, 2015). Educated and sensible parents always encourage their children and give proper guidance in school related matters, but illiterate and economically deprived parents may act violently and thus upset their child, the importance of parental level of education to academic achievement of

students cannot be over emphasized. Students from educated parents achieve more than those from uneducated parents in academics; students from high-income status parents enjoy considerable advantage in academic achievement than students of low income status parents because their parents were able to afford necessary materials and equipment needed for effective learning in the school; parental level of motivation also influenced students' academic achievement because motivation and reward served as a form of reinforcement for children's learning at school (Omeh, 2010). In support of this view, (Noah, 2015) opined that educational level of parents which is an indicator of socio-economic status has direct influence on child's values and academic achievement in the school. They mentioned that children from illiterate families may learn little or nothing from home that can help them develop interest in academics. This is in contrast to what is obtainable from children of literate families where parents provide atmosphere conducive for the formation of good study habits as Students from professional's parent's exhibit higher academic performance (Omergen,2012).Parents' level of education is known to influence their children's interest, motivation and choice by being a model and by having access to different kinds of resources (capital), for example, network and private means.

There is an association between higher levels of education and “valuable” social network. Parents with ample resources can help their children to manoeuvre successfully within the educational system and access better jobs, even at lower educational achievement levels (Behtoui & Neergaard, 2012)

2.2.4 Concept of Parental Involvement

Parents' involvement in education is the participation of parents in regular meaningful communication that involves student learning and other school activities

including ensuring that parents play an integral role in assisting their children's learning at home and at school (Rafiq, 2013).

The input of parents' involvement on individual student is of great significance because students benefit a great deal if school and home complement each other in their education and socialization. When parents fail to be involved in education of their children to specified levels, the law considers that to be parental negligence (Chohan, 2013). According to Chohan parental negligence is the failure of a parent in meeting a child's basic, physical or psychological needs which may likely result in serious impairment of the child's health or development .He argues that if a parent fails to provide adequate food, shelter, clothing plus offering protection for the child from physical harm or danger, or failing to ensure access to appropriate medical care or treatment then that particular parent has neglected his or her duty. A parent should be able to meet educational, emotional, psychological, physical, material, social and spiritual needs of the child under his or her care Aromolaran, (2015).

Chohan, (2013) has identified four basic parental roles- as educational decision makers; parents as parents; parents as teachers and parents as advocates. Since the parents' involvement is so important, it is essential that the home and school work closely together, especially for children with disabilities. Chohan, (2013) stresses that the parents' psychological well-being and the ease or difficulties with which they decipher the cues that promote the socialization process influence the personal and social development of the child. It is the parents who exert the major influence on the development of the child from birth to maturity. Family involvement in education is one of the strongest predictor of children educational outcomes. This is associated significantly with children's motivation

to learn, attention, task persistence, receptive vocabulary skills and low behavior problems. Family involvement in education has been identified as a beneficial factor in young children's learning (National Research Council [NRC], 2013).

U.S. Department of Education, (2014). The term "parent involvement in education" is used broadly in several different forms of participation in education and the schools. Parents can support their children's schooling by attending school functions and responding to school obligations (PTA meeting and parent-teacher conferences, for example). They can become more involved in helping their children improve their schoolwork--providing encouragement, arranging for appropriate study time and space, modeling desired behavior (such as reading for pleasure), monitoring homework and actively tutoring their children at home. Outside the home, parents can serve as advocates for the school. They can volunteer to help out with school activities or work in the classroom or they can take an active role in the governance and decision making necessary for planning, developing and providing an education for the community's children.

According to Kathleen and Karen(2012) parent involvement in education is effective in fostering achievement and affective gains at all levels and schools are encouraged to engage and maintain this involvement throughout the middle school and secondary years. Parent involvements are those efforts which offer parents a variety of roles in the context of a well organized and long-lasting programme. Parents will need to be able to choose from a range of activities which accommodate different schedules, preferences and capabilities. As part of the planning process, teachers and administrators will need to assess their own readiness for involving parents and determine how they wish to engage and utilize them.

2.2.5 Concept of Academic Performance

Chen (2013) defines academic performance as the attainment obtained by a child from lesson taught which may include experience, knowledge and skill. He explained that the child' achievement does not depend on any attribute that the child is born with, but he/she complex responses to his/her family, his home environment, his/her social contacts, his/her teachers and the overall climate of his/her school and assessment procedure. Academic performance is the outcome of education which is the extent to which a student, a teacher or the institution has achieved their educational goals (Fan, 2001).

Academic performance plays an important role in producing best quality graduates who will become great leaders (Osuafor&Okonkwo,2013). Academic performance according to Suleiman,Aslam, Shakir, Akhtar, Hussain and Akhtar(2012), is frequently defined in terms of examination performance. Academic performance is a reflection of the education of the child and it is the desire of parents that their children should achieved high. The more educated the people of a society are, the more civilized and disciplined the society might be. Children who are academically successful hold positive attitude to school and better emotional and social relationship.

Academic success is largely due to the children's innate abilities and reflects the advantage of being in the school. High students' expectations are demonstrated by the level of the learning tasks that the students engage in consistently. One of the greatest predictors of how students will perform on an assessment is the level of the task they complete in a day. Academic performance is measured through academic performance scores. It is usually defined in two ways - the grades earned in school and scores achieved on standardized tests of academic performance and achievement.

According to Dzever (2015), academic performance refers to the level of performance in school, accomplishment or success in school” .Academic performance is therefore the core of educational growth (Kang & Moore, 2012). Asikhia (2014) defined academic performance as the process of developing the capacities and potentials of the individual student so as to prepare that individual to be successful in a specific society or culture. From this perspective, education is serving primarily as an individual development functions. It is important to keep in mind that academic performance may largely be a function of the context in which it takes place and therefore Education, in its broadest sense, is a process designed to inculcate knowledge, skills and attitudes necessary to enable individuals to cope effectively with their environment. Its primary purpose is to foster and promote the fullest individual self realization for all people. It is indispensable to normal living, without education the individual would be unqualified for group life which is measured through academic performance.

Education is the process of developing the capacities and potentials of the individuals as to prepare that individual to be successful in a specific society or culture. Notably, it is often said to be the powerful tool for developing intellectual abilities, shaping cultural attributes, acquiring knowledge and skills as well as a favorable tool to move a nation. Achieving good academic performance requires goal understanding and commitment to the proposition that education is a primary instrument for social and economic advancement of human welfare (Dzever, 2015).

2.3 Parents' Education Background and Academic Performance

The literature on students' performance has consistently show that parents' education is important in predicting children's performances in school. The Mechanisms for understanding this influence however, was explained in family process models developed by Omeh, 2010). The model have examined how parenting behavior, such as the structure of the home environment and Educational attainment influence children performance outcomes. (Samal, 2012) found that mothers' education was important predictor of physical environment and learning experience at home. He found an association between parent's education with children's' academic performance.

Thus, these scholars posited that education might be linked to specific achievement behaviour in the home for example reading and playing. He also established that parental education had the most consistent direct influence on children's cognitive outcomes. Parents' characteristics are a key factor that affects academic achievement. Mothers who are more educated and have higher self-esteem have children who receive higher test scores. (Singh & Singh, 2014). Performers in the society are considered successful in life while low academic performers are failures. Examinations and certifications are actually central to education and training processes as a means of evaluating the level of achievement for purposes of further education, training and employment. This has led schools to concentrate largely on preparing students to pass examinations for the purpose of acquiring good academic certificates which are considered essential for securing employment in both public and private sectors of the economy.

Factors influencing educational performances are many and they can however be grouped into four viz: situational factors which include attitude, interest and believe of the

community, government policies, the type of school, its history, the curriculum and the resources available. Learner factors the maturation and readiness of the learner, his/her interest, intelligence and values, his/her hopes and aspirations, his/her physical health condition and also his self-concept. Among the teacher factors, are the teacher's education, training and experiences his/her attitude to the subject and his/her students, his/her interest, values and his personality (Onongha, 2015). (Berggren, 2013) established that educated parents that were government employees favored the enrollment of their children. It also revealed that parental education influenced school enrollment positively and significantly for instance additional years of further schooling was seen to raise the school enrollment of boys and girls by whereas an additional year in mother schooling raised the probability of enrollment of boys by and girls by and this indirectly enhance academic performance.

Research studies have found that parents, education level has a significant impact on child 'learning which linked the academic success of the East Asian students to the values and aspirations they share with their parents and to the home learning activities in which their parents involve with them. In fact, all parents have desired to do something better for their children according to their available resources. Parents' education is also an important aspect of the socio-economic status of students because it is expected that parents' and students education is significantly correlated, h?e concluded that parental education had a significant effect on academic achievement of the students. The students whose parents have higher educational level differ significantly with respect to the students whose parents are either illiterate or are unable to observe the educational activities of their children.

The students whose parents have higher educational level differ significantly with respect to the students whose parents are either illiterate or are unable to observe the educational activities of their children (Singh & Singh,2014).

An earlier study by Berggren (2013) showed that parents' education levels exposed the clearest patterns of variation in students' attitudes towards school and post school options. In the same way he found that students whose parents had high educational levels had access to a variety of resources which assisted and facilitated them to participate in University studies.

Researchers generally agree that a constellation of parents' factors exert significant influence on the educational aspiration and academic performance of students. According to (Singh & Singh, 2014). Parents' influence on African students' school achievement by focusing on specific socio-demographic factors, including parents' educational attainment, family income and marital status. Among those salient factors are parents' occupation, parents' education attainment and family income. Family financial resources, which are associated with parents' occupation and education attainment, often imply increased learning opportunities both at home and in school. Indeed, family background is the foundation for children's development as such family background in terms of family type, size, socio-economic status and educational background play important role in children's educational attainment and social integration.

The home has a great influence on the child's psychological, emotional, social and economic state. The home affects the individual since the parents are the first socializing agents in an individual's life (Ushie, 2012). Parents with higher occupational status and educational attainment may also have higher aspirations and expectations for their

children's occupation and education, which in turn can influence their commitment to learning. parent's level of education has influence on students' academic achievement. On parents' education level, it was concluded that the level of education of parents had an impact on their children's academic performance. It was also concluded that the education level of parents had a consistent direct relationship on the children's cognitive and behavioral outcomes. (Kamau, 2013).

According to Berggren, (2013), among students with academically educated parents 60% had obtained jobs with post-secondary school requirements. This was an expected result, considering the dependence on formal education that privileged groups in society share in order to reproduce their status qualifications elsewhere (post-secondary school education or tertiary studies abroad) to be able to match such positions. It is more likely that they established their careers in the workplace or accessed the labour market through networks and have managed to obtain positions for which they are under qualified for from a strict meritocratic point of view.

According to Mirazchiyski, (2013), although many studies have shown a correlation between parent education background and academic achievement, a debate concerning the reasons for this association is ongoing. The debate encompasses four major arguments. Proponents of the genetic argument state that attributes such as talent are genetically inherited and that certain groups have lower status because they are genetically disadvantaged. Although some of the advocates of this theory admit that society contributes to the individual's development, their major point is that genetic predispositions are the crucial factor.

According to supporters of the cultural argument, children from different parents' education background which have to do with socio-economic groups are placed in different cultural environments, which can influence students' learning because of the different communication and social practices inherent in each of those environments. This argument maintains that "lower-class" children are socialized in more context-tied environments, whereas "upper-class" children are socialized and apply their skills and knowledge to unfamiliar contexts in innovative ways. Critics of the cultural argument point out that the terms "culture" and "motivation" are loosely used, thus a reflection of the supposition that the terms lack clear meaning and definition.

The third argument is based on differences in opportunities to learn. The thinking here is that variation in student achievement is as a result of unequal exposure to knowledge. According to this argument, lower-class children are treated inferiorly in education compared to upper-class students. Although some studies showed that family had more influence on academic success than the school, subsequent research showed that schools themselves may inhibit students' performance, especially those students originating from uneducated families.

2.4 Parents' Involvement in school Activities and Students Academic Performance

Parents' involvement in school activities may be different from culture to culture and society to society. Parents' involvement in education may vary, which might have differential influence on academic performance of their children. Parental expectations have a greater impact on student's educational outcomes. Parental involvement may include activities like helping children in reading, encouraging them to do their homework independently, monitoring their activities inside the house and outside the four walls of

their house, and providing extra lesson or coaching services for improving their learning in different subjects.

The role of parents' involvement in children's education has become an important issue in educational policy and research. Research findings support the existence of a positive relationship between parents' involvement in school activities and educational success, especially during the secondary school years. Rafiq, Teehsin, Malik, Muhammad and Muhammad (2013). There is a general agreement that parents' involvement enhances academic performance. research brought into being that parental support is related with the academic performance of children and that parental motivation, attitude, support, and commitment effect children to do well in school Rafiq et al (2013). It has also been stated that lower levels of parents' education and economic status do not undesirably affect the act of children if parents have high motivation and aspiration for their child's achievement (Fan, 2001). On the other hand, Okioga, (2013) establish that parental support is essential for all children, the nature of parental involvement changes according to race/ethnicity, parent education, economic status of parents and family structure. Parents' involvement in their children's education has been found to improve students' attendance, as well as their completion of homework. Students whose parents are involved in their education perform better in school regardless of parental education, or family structure or income level. Mphil, Iqbal, and Tasneem. (2015) Mphil et al stressed the importance of parents being partners in the education of their children, he stated that parents should be recognized as the major teachers of their children and the professional should be considered consultants to parents.

Noah (2015) found that parental support is likely to decrease as children move from primary to middle and then to high school grades. He also showed that children develop sense of responsibility and perform better as they grow older. The study indicated that those students whose parents had higher expectations for their children's academic achievement performed better from the beginning of their academic career and accelerated faster in their academic progress during the transition period of middle to high grades. The children also seek emotional support from parents when they face some academic problems.

A study by Rafiq, Teehsin, Malik, Muhammad and Muhammad (2013) indicated that “children described themselves as more demanding and difficult with their parents on days in which they had earlier perceived more problems with peers, such as being teased by another child or feeling excluded by friends, or more academic problems, such as receiving poor grade or having difficulty with schoolwork. Research illustrating the importance of parent involvement for the school success of adolescents spans nearly two decades. He compared the attendance, achievement, and drop-out rate of two junior high classes. In one class, students’ parents had individual meetings with counselors before their children entered junior high school. In the other class, students’ parents did not meet with counsellors. After three years, students whose parents had met individually with the school counsellors had significantly higher attendance, better grade point averages and lower drop-out rate.

The academic performance of day secondary students has remained dismal for a long time. Strategic plans by Board of Governors (B.O.G), Parents Teachers Associations (P.T.A) and staff meetings have failed to improve academic results over years. Parents

seem to be carefree on matters concerning education and less effort has been put in by schools administration to change the apparent negative attitude of parents towards education. Indeed, parental attitude could be responsible for the poor academic performance of day secondary students. Parental Involvement in children's school-based learning activities may have essential in school-based activities of their children. These activities may involve contacts with teachers, checking the attendance of children in school, monitoring their activities in school and checking their periodical academic progress reports. All these might be very helpful in higher level academic performance of children. Parents become more concerned about the learning opportunities that secondary schools provide. As children move from primary to secondary school, parents also crystallize their educational expectations for their children. As students complete primary school education, parents become increasingly concerned about their teen's further education and about the effects of secondary school programmes on post secondary opportunities. (Mullis, Martin, Foy, Drucker, 2012).

Okioga (2013), stated that interacting with and sharing the child's activities is affected by level of parents' education and income. In the families with low socio-economic status, majority of the illiterate parents do not have understanding of the requirements of their children's education. Some poor parents make some arrangements for helping their children in studies and to do their home assignments, while others rely on school for the education of their children, as they do not have enough resources to spend extra money on home tuitions. The findings of the study conducted by Abosedo, (2016) also support the view that economic circumstances are significantly correlated with academic achievement. Research studies indicated that the nature of the parental support

change at different age levels of children. Parents' involvement in school activities were categorized into four; parents' involvement in children's school-based activities, Parents' involvement in children's at home-based activities, direct parents' involvement in academic activities of children and Indirect parents' involvement in academic activities of children. It is true that parents' involvement level in education vary among parents.

It is observed that parents' involvement in education with children from early age has been found to equate with better outcomes specially in building their personalities Parents are primary guides to them, children try to copy them and consider as always right so parents can shape their life as they can. Their involvement in education has positive impact on children academic achievement even when their background factor of such as social class and family size, has been taken into account (Jafarov, 2015). Parents' involvement in education of their children has been significantly linked with the quality of education and academic achievement of children. It further contribute in reducing the mass level failure of students in final year examinations that may indirectly cause wastage of parents' own resources as well as the public expenditure for imparting formal education in schools. For example, 50% failure in WEAC and NECO examinations means loss of half of the public budget spent on educating the students and parents expenditures for purchasing books and other allied expenses for educating their children. Besides bearing the financial expenses of educating children, parents' involvement in academic activities of their children may not only save personal and public spending but also it would be contributive in improving the quality of education of children at individual and national level.

Kathleen and Karen (2012) reveals that improved parent attitudes toward the school and improved parent self concepts characteristically result when parents become involved in their children's learning. Parents often begin their participation doubting that their involvement can make much difference and they are generally very gratified to discover what an important contribution they are able to make. In this connection, it is important for school people and parents to be aware that parents' involvement in education supports students' learning, behavior and attitudes regardless of factors such as parents' income, educational level, and whether or not parents are employed. That is, the involvement of parents who are well-educated, well-to do, or have larger amounts of time to be involved has not been shown to be more beneficial than the involvement of less-advantaged parents. Parents' involvement in education works and works well, (Mullis, Martin, Foy & Drucker, 2012).

The transition from junior secondary school to senior secondary school may be an overwhelming and stressful experience for young adolescents. Developmentally, students are entering a period in their lives when their physical, cognitive, psychological and social characteristics are beginning to change. Secondary school students experience both a contextual change and personal change during this transition. It may often a confusing time for students, their families, and the other adults in their lives who seek to support their healthy development and learning. The senior secondary school learning environment may be more complex than junior secondary school and academic performance expectations increase. Children are more likely to have higher academic achievement levels and improved behavior when families support their education

2.5 Family Type and Academic Performance

Conducive environment is necessary to enhance the academic performance of children. A stimulating home environment can change a potential mediocre into an intellectual giant while an inhibiting one could turn an intellectual giant into a mediocre (Olakan, Osakinle, & Onijingin, 2013). Taking care of children and also making provision for their needs, especially educational needs, are very important in determining the academic performance of children. Contrary to the opinion that, learning and reading begins in school, the first foundation of the child begins at home. A good and conducive home environment with adequate learning facilities would help to boost the intellectual and academic capability of the child. Small family size and monogamous families most often accelerate positive influence on children's academic performance.

According to Gabriel (2013), the family type that a child comes from either monogamous or polygamous usually has an impact on the child's academic performance. The monogamous family consists of two parents and children. It is held in esteem by society as being the ideal in which to raise children. Children in monogamous families receive strength and stability from the two parents' structure and generally have more opportunities due to financial ease of two parents. According to US Census Data, almost 70% of children live in monogamous families and statistics have also shown that children from such families tend to fare better on a number of cognitive, emotional and behavioral needs.

The child who is disapproved of in school has much family disadvantages. The obligation of training a child always lies in the hand of the parents. This is harmonious with the regular attestation of sociologist's that education can be an instrument of social change which is being taught from home is important (Onongha,2015) also confirmed that,

children who are discouraged at home from too much intellectual exploration might perhaps lack behind in all spheres of life including education. Suleiman, Aslam, Shakir, Akhtar, Hussain, and Akhtar (2012) confirmed that, the influence of home and pre-school experience stimulates children towards academic excellence. Suleiman, Aslam, Shakir, Akhtar, Hussain, and Akhtar stressed that parental encouragement and guidance serve as the reinforcement to children since most of the children are always willing to win approval from parent.

Family is one of the most important social institution and agent of socialization charged with the responsibility for moral upbringing of the child. Conducive environment is necessary to enhance the academic performance of children.

The Poor performance of students in Government in public secondary schools has prevented several students from pursuing a career at the tertiary level of education that require at least a credit pass in Government. Researchers have attributed this performance by students to certain factors within and outside of the students' personality. According, Suleiman, Al-Sharif, Pfeffer & Miller (2015) students from monogamous families perform better academically than those from polygamous families. They concluded that the home environment and the nature of human relationships in monogamous and polygamous families are, therefore, important determinants of students' academic achievement.

It is believed that, in a monogamous family, the learning environment is more favorable and conflicts are easily resolved than in the polygamous families. This is because as students grow haven stable emotional balance and parents are able to take care of their educational demands. Parents in monogamous families are some times more united and friendly, this have positive impact on the wellbeing of their children. Parents in such

families will be able to take care of the needs of their children such as buying textbooks, enrolling them in extra lessons and paying their fees on time without much difficulty. Also, parents who have fewer children tend to devote quality time and attention to each individual child, they may also tend to expect more from each child than parents in polygamy with many children. Conditions in a monogamous family are however lacking in a polygamous family. On the other hand, children from polygamous family have the advantage of experiencing more challenges (as the opposite in monogamous family) within and outside the family which makes them more serious and conscious about their surrounding and their activities, as children from different mother's have the tendency of competing with each other which will help in improving the academic performance of the children within the family. Moreover, most children from such families have the opportunity of receiving help and encouragement from the senior siblings of the family (Adebule, 2010).

It is known that family inspires values which are more practical than theoretical; family's central role is the socializing or educating the child about the norms and social values of the society, that will qualify one to be a functional and acceptable member not to the immediate family but to the society at large. Parents devote a lot of resources to their children's education because they believe that good academic performance will provide a stable future for them on family type, it was concluded that in most large families the size of the family had no relationship with the academic performance of their children (kamau 2013).

Socialization differs from one family to another; each and every family has a way and manner in which they want to bring up their young ones. What is considered important in one family may not be necessarily relevant to another family. In essence, family

socialization differs. Family has a greater role or influence on every individual's life, despite the influence of peers and other agent of socialization.

According to Samal (2012), the child's intellectual potentialities for success in education process depends on the way parent transmitted certain potentialities on their children. He explained that it is only when the home performs its educational functions that the foundation of academic achievement is laid in children and also the community utilizes this potentiality to enrich children's cultural heritage. Most of the studies cited confirm the importance of parent's influence on their children's academic performance. Parents should provide children with adequate motivation, encouragement and support. Researchers have found that in Africa, the incidence of polygamy tends to be higher in the West and less in other regions of the continent and is considered a valid form of marriage in Algeria, Benin, Chad, Congo, Ghana, Togo, Tanzania, Saudi Arabia and among the Bedouin-Arab communities of Israel. Almost half of all marriages in Ibadan, Nigeria were thought to be polygamous. It has been estimated that anywhere from one-fifth to half of all marriages in Africa are polygamous (Omeh, 2010).

The incidence of polygamy among men in Zaire was estimated to be 29.8% and 46,854 of 4,830,316 men in Iran, or slightly less than 1%, had multiple wives, whereas it has been estimated that in Kuwait, between 8% and 13% of all marriages are polygamous. The percentage of younger women (age 20 to 29 years) involved in polygamous unions has been found to vary widely across African nations, from 8% in Lesotho to 35% in Senegal Omeh (2010). Said Osuafor and Okonkwo (2013) pointed out that the family is the bedrock of the society and reported that a stable and well developed childhood can be guaranteed by a stable family. Family structure, either monogamous or polygamous and parental

education level had no significant influence on students' achievement in biology. The implication of this is that parents of this age are more aware and serious about giving their children the best education they can irrespective of their own shortcomings. Chen (2013) also studied the effects of family background, students' abilities and achievement in rural China. He found that parental education is key determinants of students' academic achievement, but the roles of fathers and mothers education differ across child gender and levels of ability. For example, fathers education has significantly positive effect on academic achievements for both boys and girls, while mothers education only matters for girls. The effect of fathers education matters for lower ability children, while mothers education matters for higher ability children (Chen, 2013). UNESCO alleged that family characteristics are major source of disparity in students' educational outcomes. More family financial resources, which are associated with parents' occupation and educational attainment, often imply increased learning opportunities both at home and in school. Better educated parents can contribute to their children's learning through their day to-day interactions with their children and by involving in their children's school work.

Mullis, Martin, Foy and Drucker (2012) stated that parents' who have educational training, are involved in their adolescent school programs and have high aspirations for them. In such a case, adolescents are likely to have high educational aspirations, which influence their academic performance. Socio-economic status of adolescents has an effect on college enrolment, therefore having an indirect effect on educational success. According to (Onunga, 2012) the higher the socio-economic status, the higher the academic performance and the better the students' academic achievement the more prestigious the occupation to which they aspire for.

2.6 Theoretical Framework

This research was hinged on the following theories:

2.6.1 Epstein's Framework of Six Types of Involvement in school activities.

2.6.2 Socialization Theory

2.6.3 Weiner Attribution Theory for Success or Failure

2.6.1 Epstein's Framework of Six Types of Involvement in School Activities.

Joyce L. Epstein was born in Newark, New Jersey on June 13th, 1940. She was a PhD holder in sociology from Johns Hopkins University; she was a director of the center on school family and community partnership. She was very active in many organizations which include serving as president of American heart Association in Sussex County volunteer work in numerous New Jersey hospital and the pace center for girls in Broward county as well as many positions at the coral Ridge yacht club. She passed away January 31st, 2016 at the age of 75.

Epstein's Framework of six types of involvement is a theory which guides educators develops comprehensive family school partnerships. The six types of parental involvement include: parenting (helping families with child rearing and parenting skills), communicating (developing effective home-school communication), volunteering (creating ways that families can become involved in activities at the school), learning at home (supporting learning activities in the home that reinforce school curricula), decision-

making (including families as decision-makers through school-sites councils, committees) and collaborating with the community (matching community services with family needs and serving the community). Each of the type of involvement encompasses a variety of practices to be undertaken by teachers, parents and students and is theoretically linked with a variety of distinct outcomes for students, teachers and parents as well. Educators, along with parents are encouraged to select those practices likely to produce the types of outcomes that coincide most closely with their needs, goals and capacities.

Basic asumbtion;

Epstein assume that not all parents involvement leads to improve student achievement, The selected results produced by each of the six types that should help correct the misperception that any practice that involves the families will raise children's achievement test scores (Epstein, 1995). She further notes that while certain practices are likely to influence students' test scores, others are designed to produce outcomes related to attitude and behaviors . Epstein notes that many of the possible secondaryor indirect effects of a particular parents involvement practice are not yet understood. For example, parents involvement in type three (Volunteering) or type five (Decision-making) activities may result first in parents' feeling more connected with their children's schools, which may, in turn, lead to other types of involvement that will eventually produce outcomes related to students achievement. She defines parental involvement as families and communities who take an active role in creating a caring educational environment. She asserts that parents who are involved with their children's education are those who consistently demonstrate good parenting skills, communicate with the school staff, volunteer their time in the school, help their children learn at home, take an active role in school related decision making and

who regularly collaborate with the school community. Epstein's extensive work on school-family-community partnerships, Epstein outline schools' responsibilities with respect to each of the six types of involvement was established in her framework. A few sample practices are mentioned for each type of involvement. There are, however, many more practices corresponding to each type of involvement.

Type one: Parenting; schools must help families create home environments that support learning by providing them with information about such issues as children's health, nutrition, discipline, adolescents' needs, parenting approaches. At the same time, schools must seek to understand and incorporate aspects of their students' family life into what is taught in the classroom. Schools are challenged to ensure that all families who need this type of information receive it in appropriate ways.

Outcomes associated with type one activities include improvements in students behaviors, school attendance, time management skills and awareness of the importance of the school. Parents' outcomes encompass improved confidence in and understanding of parenting practices, awareness of the challenges in parenting and a sense of support from schools and others. Teacher-related outcomes include foremost a better understanding of and respect for their students' families (Epstein, 1995).

Type Two: Communicating: some schools have taken special steps to ensure that parents are brought to the schools early in the academic year, before students develop problems, so that their first communication with them may be positive in nature. Schools must employ a variety of techniques for communicating with parents about their children's progress, decisions affecting their children, and school programmes in general. These include parent-teacher conferences, phone contact and report cards. Some schools sign contracts with parents in which expectations for students, teachers and parents are clearly delineated.

Outcomes associated with type two activities include students improved awareness of their own academic progress, more informed decisions about courses and understanding of school policies related to their conduct. Parents are likely to grow in their understanding of school programmes and policies. They will develop familiarity in interacting with teachers and a greater capacity for monitoring their children's progress and responding to their problems. Teachers are expected to develop diverse mechanisms for communicating with parents and ability to tap the parents network to elicit family views on children's progress (Epstein, 1995).

Type Three: Volunteering: Schools enhance their connection to families by encouraging them to volunteer in school activities and attend school events. Families who volunteer grow more familiar comfortable with their children's schools and teachers. Volunteering efforts that tap parental talents enrich school programs and particularly in upper grades and facilitate individualized learning. The use of a volunteer coordinator is advised especially at secondary school level, coordination of volunteer talents and time with teachers' and students' needs becomes increasingly complex. Schools are challenged to define the term volunteer broadly enough to accommodate a wide range of parental talents and schedules. They are also challenged to encourage students to volunteer in their community as part of learning process. Activities are designed to enhance students' skills in communicating with adults; provide them with exposure to a wide variety of adult skills, occupations. and help them develop their own skills with the support of volunteer tutors and mentors.

Parents are likely to develop a greater appreciation for the work of teachers, develop their own skills and grow increasingly comfortable in working with their children and interacting with others at school. Finally, teachers will be able to pay more attention to

individual students as a result of volunteer help. They are also likely to become more open to involve parents in varied ways and develop an appreciation for the parental talent base (Epstein, 1995).

Type Four: Learning at Home: most parental participation in children's education occurs in the home. Schools must capitalize upon what parents are already doing by helping them to assist and interact with their children at home learning activities that reinforce what is being taught in school. Schools should aim to increase parents' understanding of the curriculum and the decisions that are in their children's best interests. Type four activities may help bridge any cultural or class disconnect between home and school environments. Schools are thus challenged to design a menu of interactive work that taps parents' support skills and involves them in the learning processes. Schools must also work with parents to ensure that students set academic goals, prepare for career transitions, and make appropriate course selections.

Outcomes associated with type four activities include improved student test scores and other skills linked to homework. Students are also more likely to view themselves as learners and to see their parents as teachers. Type four activities are also associated with more homework completed and better attitudes toward schoolwork. Parents may begin to perceive their children more as learners and develop confidence in their own abilities to teach and support the educational process. They are also more likely to engage in discussions of schoolwork with their children. Type four practices can help teachers develop better homework assignments. Among other things, teachers are expected to develop greater satisfaction with family involvement as they witness the support all types of families are able to provide students (Epstein, 1995)

Type Five: Decision-making: Involving parents in governance, decision-making and advocacy roles is another strategy for fortifying links between schools and parents. As parents participate in decision-making, when it is comprehensive program involving parents in learning support activities as well, it is associated with improved student outcomes. Parents and community involvement in decision-making may also help make schools more accountable to the community. Parental participation in school decision-making may be strengthened by including parents in school site councils, parent-teacher associations and other committees.

Outcomes from type five activities include the benefits of policies that are enacted on behalf of students. Students are also likely to become aware of family representation in school decisions. Parents are expected to develop opportunities for input, feelings of ownership, understanding of policies and a sense of connection with other families. Teachers will likely become increasingly aware of the role of parents' perspectives in policy development (Epstein, 1995).

Type Six: collaborating with the Community: schools and families must draw regularly upon community resources to support their efforts to educate children. In fact, community representatives and resources may be tapped for each of the other five types of involvement: communicating with families, volunteering, supporting learning, and participating in school committees. Students' outcomes are greatest when families, schools, and community organizations and leaders work together. Children are provided with more opportunities for learning and for linking school knowledge with real world opportunities. They associate with individuals, other than their parents and teachers, who reinforce the importance of learning.

Outcomes associated with type six activities include increased skills and talents for those students participating in productive extra-curricular programs. Students may also develop a better understanding of the real world and career options. Parents-related outcomes include awareness of local resources they can tap to support skills of their children and families. They will also be more likely to interact with other families in the community. Teachers are expected to develop an understanding of resources available to enrich the curriculum. They should also develop a capacity for working with and tapping a variety of community partners (Epstein, 1995).

Application of the Theory to the Present Research

Epstein (1995) has extensively discussed various social factors which might influence academic performance of children by the involvement of parents. She discussed in her framework of six types of parental involvement in the academic activities of their children that these six types have major role in better academic performance of children. She holds that supportive learning activities in the home that reinforce school curricula might enhance the academic performance of children. This research work therefore found out the relationship between home background which has to do with parental involvement in school and academic performance of secondary school students in Jahun Educational Zone, Jigawa state, Nigeria.

B 2.6.2 Socialization Theory.

The proponent of this theory is Charles Horton Cooley born august 17 1864 in Ann Arbor, Michigan. He graduated from the University of Michigan in 1887 and returned one year latter to study political economics and sociology. He was appointed as an instructor of

political economy at the university (1892-1904) and then sociology (1904-1929) at the University of Michigan. He receives his PhD in 1894. Died 7, May 1929.

Socialization is the process by which human infants begin to acquire the skills necessary to perform as a functioning member of their society, and is the most influential learning process one can experience. Although cultural variability manifests in the actions, customs, and behaviors of whole social groups the most fundamental expression of culture is found at the individual level. This expression can only occur after an individual has been socialized by his or her parents, family, extended family, and extended social networks. This reflexive process of both learning and teaching is how cultural and social characteristics attain continuity.

Basic Assumptions;

Cooley (1918) believes that parenting practices influence children's development. Socialization is a lifelong process that involves inheriting and disseminating norms, customs and ideologies hence providing an individual with the skills and habits that are necessary for participating within one's own society. Socialization therefore is the means through which individuals acquire skills that are necessary to perform as functional members of their societies and is the most influential learning process. Although cultural variability manifests in the actions, customs and behaviors of the whole social groups, the most fundamental expression of culture is usually found at the individual levels, and this expression is usually socialized by one's parents, extended family and extended social networks highlighted that usually it is assumed that cultural models define desirable endpoints for development that inform socialization goals which define the ideas about parenting in terms of parenting. He however added that the cultural model is represented

mainly by families which encompass loyalty, reciprocity and solidarity with the members of the family and therefore the family is an extension of self.

Application of the theory with this study; This study will add to the knowledge of socialization theory by relating the relationship that home background has on only one aspect of a child's life, which is academic performance.

2.6.3 Weiner Attribution Theory for Success or Failure:

Bernard Wiener is an American social psychologist born in 1939. A product of Chicago public school, he received his undergraduate degree in liberal arts from the University of Chicago in 1955 and MBA, majoring in industrial relation from the same University in 1957. Wiener enrolled in a PhD program in personality at the University of Michigan, where he was mentored by John Alkinson, one of the leading personality and motivation psychologist of that era. Wiener completed his PhD from Michigan in 1963. Spent two years as an assistant Professor at the University of Minnesota, before joining the psychology faculty at the University of California at Los Angeles in 1965 where he remained active into the early 2000. Attribution theory explain the emotional and motivational entailments of success and failure

Attribution Theory Rests on Three Basic Assumptions.

First, people want to know the causes of their own behavior and others, particularly behavior that is important to them. Second, attribution theory assumes that we do not randomly assign causes to our behavior. There is a logical explanation for the causes to which we attribute our behavior. Third, the cause that we assign to our behavior, influence subsequent behavior. If we attribute our failure to a particular

person, we may come to dislike that person. The student who believes that "no matter what I do, Mr. Smith won't give me a good grade" will come to dislike Mr. Smith. Attribution theory also relates well to the need for achievement.

Bernard Weiner believes that when achievement is aroused, we tend to attribute our performance to one of four elements ability, effort, task difficulty, or luck. Each of these elements is characterized below. Ability: These attributions of success and failure have important implications for teaching since students' assumptions about their abilities are usually based on past experiences. It is precisely here that we find explanations for math phobia, reading problems, or dislike of science. When students have a history of failure, they often make the rather devastating assumption that they lack ability. This tendency is particularly true if others do well at the task. Once students question their abilities, this doubt spreads to other subject and other tasks. Soon there is a generalized feeling of incompetence that paralyzes initiative and activates an expectation of failure.

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

Weiner (1990) also made interesting discovery that students usually have no idea how hard they try to succeed. Students (and all of us) judge their efforts by how

well; they did on a particular task. Even in tasks involving pure chance, successful students believe that they tried harder than those who were unsuccessful. An important cycle is thus established: success increases effort; effort produces more success. The educational implications are real and significant. If a skill is to be mastered and the teaching is consistent for an entire group, then students performance will vary because of motivation. Here again we note the importance of ensuring success as a means of encouraging further effort. Luck: finally, if there is no tangible link between behavior and goal attainment, the tendency is to attribute success to luck. Those students who have little faith in their abilities attribute their success on almost any task to luck, thus short-circuiting the motivational network just described. Success in this case will not increase effort; lack of effort does nothing to bolster a belief in one's ability, and tasks remain an overwhelming obstacle. Task Difficulty: task difficulty usually is judged by the performance of others on the task. If many succeed, the task is perceived as easy and vice versa. An interesting phenomenon can develop here if a student consistently succeeds on ability. If the individual success is matched by the success of others, then the source of the success is seen in the task. Weiner's findings emphasize once again the importance of matching a task with a student's ability, thus enhancing ability and increasing effort

Application of the Theory to the Study

This theory as advocated by Wiener posses three attributes of success and failure and these attributions of success and failure have important implications for students' assumptions about their abilities which are usually based on past and present experiences. Attribution theory explains the emotional and motivational entailments of success and

failure which have relationship with home background and Academic performance students.

2.7 Empirical Studies

Series of studies have been conducted on the relationship between parents' educational background, support and family type and academic performance among secondary school students

Omeh (2012) revealed that family background factors influence students' academic achievement in senior secondary school in Nsukka Education Zone in Enugu State. To guide the study, five research purpose, five research questions and five research hypotheses were formulated. The researcher use secondary students from the fifty three secondary schools in the three local government areas in Nsukka Education Zone. The fifty three secondary schools in the zone have a population of seven thousand, nine hundred and forty five senior secondary students. Out of the fifty three schools, twelve schools were sampled using proportionate random sampling technique. In the twelve schools, all the SSII students numbering eight hundred and sixteen (816) were used as the subject of the study.

The research instrument was questionnaire on Family Background Influence (FBI), designed by the researcher and validated by experts. The reliability of the instrument was established using Crunbach alpha method. The data collected were analyzed using mean and standard deviation while t-test statistics was used to test the hypotheses at 0.05 level of significance. The instrument was pilot tested in Obollo Afor Education Zone, using 30 students. The reliability coefficient was 0.69. The findings of the study revealed that: students from educated parents achieve more than those from uneducated parents in

academics; students from high-income status parents enjoy considerable advantage in academic achievement than students of low income status parents because their parents were able to afford necessary materials and equipment needed for effective learning in the school; parental level of motivation also influenced students' academic achievement because motivation and reward served as a form of reinforcement for children's learning at school. Based on these findings, the study recommended among others that parents should diversify their sources of income to be able to provide fund for their children's schooling. Parents should equally realize the importance of using rewards and other measures to motivate their children.

Ella, Odok, and Ella, (2015) found the influence of family size and family type on students' academic performance in Government, in Calabar Municipal of Cross River State. To achieve the purpose of this study, two null hypotheses were formulated and tested at 0.05 level of significance. simple random sampling technique was adopted in selecting the six (6) public secondary schools and two hundred (200) SS2 students were used in the study. Correlation research design was adopted for the study. A self-constructed questionnaire and a students' achievement test in Government were the instruments used for data collection. The instruments were face-validated by three experts in test and measurement before they were administered. The test re-retest method was adopted in testing the reliability of the students' achievement test items. The reliability co-efficient was 0.728 and this was considered high enough for use in the study. Data collected was analyzed using One-way Analysis of Variance (ANOVA). The result revealed a significant influence of family size and family type on academic performance of secondary school students in Government in Calabar Municipality, Cross River State, Nigeria. Based on

these findings, it was recommended that: parents should be adequately sensitized on how best they can assist their children irrespective of the size and type of family among others.

Onongha (2015) established family type (monogamy and polygamy) as determinant of secondary school students' academic performance. The study employed comparative approach. Participants were three hundred senior secondary school students selected using the stratified sampling technique from five secondary schools in Etung Local Government Area, Cross River State, Nigeria. A valid and reliable instrument was used to gather demographic information from the participants. The grades awarded by the subject teachers (in Mathematics, English and Economics) were used as measures of academic performance. Independent samples Test (t-test) was used as statistical tool. The results indicated no significant difference in academic performance of students from monogamous families and those from polygamous families ($t = 0.017, P > 0.05$). The results further revealed no significant gender difference in academic performance of students from both families ($t = 0.015, P > 0.05$). The insignificant differences in the academic performance of senior secondary school students from monogamous and polygamous families implied that both family type exerted similar influence on students' academic performance. Based on the findings, it was suggested that parents should be more committed to the education of their children.

Al- Sharif (2015) examined the effects of polygamy on children and adolescents. A systematic literature search and review was conducted of research published 1994 - 2014 that focused on psychological variables, primary data collection and compared the data on children and adolescents from polygamous families with monogamous families. Critical analysis included the relevance of methods to the culture, including the psychometric

properties reported. Main outcomes: A total of 13 papers satisfied the inclusion criteria. The review found more mental health problems, social problems and lower academic achievement for children and adolescents from polygamous than monogamous families. Similarities between children and adolescents from polygamous and monogamous families include self-esteem, anxiety and depression. Although polygamous family structures appear to have detrimental effects on children and adolescents, the mediating effects of parents' education, economy and family.

Koskie and Ngno (2015). Found the influence of parental educational attainment on academic performance of public mixed day secondary school students. The study employed ex-post facto design. He researcher used stratified random sampling technique. The study involved 6 secondary schools. A sample of 180 form four students was selected out of an accessible population. The research instrument used to collect data was questionnaires. A pilot study was carried out and a split-half method was used to determine the reliability of the research instrument. Expert judgment was employed to determine the validity of the research instrument. The research was based on ecological systems theory which was advanced by Brofen Brenner and the theory of overlapping spheres of influence proposed by Epstein. The researcher carried out analytical review of relevant literature. The data collected analyzed using descriptive and inferential statistics and the null hypotheses were tested at $\alpha= 0.05$. The finding revealed that parental educational attainment did not significantly influence students' academic performance in Kuresoi Sub-county.

Mphil, Iqbal, and Tasneem (2015) conducted a study on influence and impact of parents' educational level on students' academic achievement at secondary level of education. The study used the students' results of the 9th class in secondary school

certificate examination conducted by the Board of Intermediate & Secondary Education Dera Ghazi Khan. Oral interview, observation and a questionnaire were used for the study. Research population was the students of different public and private high schools in Rajanpur and South Punjab. 200 students of grade 10th were used as sample randomly. Null hypothesis was formulated and tested using independent Z- test analysis. Descriptive study based on empirical data was tested to correlate the described variables. After analysis of the data significant positive relationship between parents' education level and academic achievements of students was found.

Oundo, Poipoi and Were (2014) establish the relationship between parents' attitude towards educational involvement and academic performance of day secondary school students in Samia District. The theoretical framework of the study was derived from functionalist and learning theories. Data for the study was collected from primary sources. The research instruments were questionnaires for students and parents, interview schedules for parents and teachers. The study population comprised of 1,804 students, 80 parents and 51 teachers. Cross-section survey design was adopted based on a sample drawn from five secondary schools in the study area. Purposive sampling was used to select a sample of 18 teachers and 36 parents while stratified random sampling was used to select 180 students. Spearman Brown Prophecy coefficient formula was used to test the internal consistency of all the research instruments. Content validity of the research instruments was ascertained by the supervisors. A reliability coefficient of the research instruments was approximately 0.70 at 0.05 level of significance.

Data collected was analyzed using descriptive and inferential statistical analysis. ANOVA was used with the help of SPSS to carry out inferential analysis. Descriptive

statistics (frequency counts, means and percentages) were used in analyzing the data. The findings of the study show that parental attitude towards education involvement affects academic performance of day secondary school students in Samia district. The study concluded that parental attitude towards educational involvement affects students' performance. The study recommended that school administrators and policy makers find ways of enhancing parental involvement towards education. Key words: Academic performance, Attitude, Educational involvement, Parents, Relationship Abbreviations K.C.P.E- Kenya certificate of primary education K.C.S.E- Kenya certificate of secondary education

Samal (2012), aimed at assessing attitude of parents towards the education and schooling of their children. The study analyzed the data from 145 parents, who had one or more than one school going children. Out of these, 116 parents belonged to tribal families and 29 families belonged to non-tribal families. The age range of the sample was 25-35 years, and they all belonged to Santoshpur village of Sundargarh district consisting largely of tribal population. A 23-item questionnaire was used for collecting data along with personal interview. The respondents were required to indicate their agreement or disagreement with each of the statements about children's education in a four-point Likert type scale, where 1 denotes strong disagreement and 4 denotes strong agreement. Mean scores were calculated separately for tribal and non-tribal samples, and for male and female respondents. The 't' test was used to examine the significance of difference between tribal and non-tribal communities as well as across gender with regard to their attitude towards children's schooling and education. The findings showed that the overall attitude of the respondents was moderately favorable and positive towards schooling and education of

their children. The results also indicated that there was no significant difference in the attitude of tribal and non-tribal parents. Gender difference was also found to be non-significant. The difference between tribal and non-tribal respondents was evident in their future plans to provide facilities for higher studies for their children. The study suggested that, although government endeavors at universalizing education has resulted in creating mass awareness and positive response towards schooling and education, there is a lot of scope for improvement in this regard. Future implications of the present study for policy formulation as well as for further research were pointed out, incomes families can have children who do not succeed to the levels of the middle income children have a greater sense of entitlement, more argumentative, or better prepared for adult life.

Rafiq, Tehsin, Malik, Muhammad, & Muhammad, (2013), determine the effect of parental involvement in the academic achievement of their children. The research was conducted in AllamaIqbal Town, Lahore city. A total of 150 students (boys and girls) of 9th class of secondary schools (public and private) were taken as respondents. Four schools were selected through simple random sampling which include one boy and one girl from each of the public and private schools categories for equal representation of both boy and girl students in the sample frame of present study. Co relational questionnaire was used as a tool for data collection. After the analysis of data, it was found that parental involvement has significance effect in better academic performance of their children. The present research has proved that parental involvement enhanced the academic achievements of their children.

Aromolaran and Odunaro (2015), determine the effect of provision of facilities for private reading and assistance with school work by parents on academic performance of

their children. The study is based on a sample of randomly selected one hundred and forty Senior Secondary School Students of Abesan High School, Ipaja; Senior State High School, Mushin; Senior Secondary School, Ikeja; and Senior Secondary School Surulere; all in Lagos State, Nigeria. Two null hypotheses were generated and tested using descriptive measure in the treatment of the data; the scholastic achievement was ascertained with the help of report cards of students and other school records. The data revealed that students whose parents' provides them with facilities at home perform better than those whose parents do not. The impact of assistance with school work by some parents also shown in the positive academic performance of their children. Results therefore, showed that good quality of home environment as well as positive attitudes from the parents had significant correlation with high level of scholastic achievements.

Noah and Samuel (2015) correlate the effect of provision of facilities for private reading and assistance with school work by parents on academic performance of their children. The study is based on a sample of randomly selected one hundred and forty Senior Secondary School Students of Abesan High School, Ipaja; Senior State High School, Mushin; Senior Secondary School, Ikeja; and Senior Secondary School Surulere; all in Lagos State, Nigeria. Two null hypotheses were generated and tested using descriptive measure in the treatment of the data; the scholastic achievement was ascertained with the help of report cards of students and other school records. The data revealed that students whose parents' provides them with facilities at home perform better than those whose parents do not. The impact of assistance with school work by some parents also shown in the positive academic performance of their children. Results

therefore, showed that good quality of home environment as well as positive attitudes from the parents had significant correlation with high level of scholastic achievements

Okioga (2013), Investigate about the impact of investigate the relationship between parents' educational background and academic performance among secondary school students in universities, a case study of students in Kisii University College. The objectives of the study were to evaluate the factors that influenced the student academic performance and the relationship between the student parent's support to school and academic performance. To achieve this, a sample of 186 respondents in Kisii University College was selected in all the six faculties using simple random sampling. Questionnaires were administered to the respondents. Research Assistants presented copies of the questionnaires to students to complete and supplementary information was obtained from the university academic staff. Data collected was analyzed using descriptive and inferential statistics. Regression analysis was used to establish the relationship between the student socio-economic background and academic performance The likert analysis were used to analyze the data, the weighted mean, standard deviation and ANOVA to measure the level of dispersion from conformity, the results revealed that the parents involvements influenced student academic performance since Education plays a major role in skill sets for acquiring jobs, as well as specific qualities that stratify people with higher and lower social economic status.

Osoufor and okonkwo (2013) find out how family background of students in Anambra State, Nigeria influences their academic achievement in senior secondary school Biology. A survey design was adopted for the study. Five hundred and forty-six (546) Senior Secondary Two (SS2) biology students were drawn by simple random sampling

from 14 schools within Awka, Nnewi and Onitsha Education Zones, in Anambra State. Three research questions and four hypotheses guided the study. Data were collected using a researcher constructed questionnaire and students' SS1 and SS2 school results. The results revealed that family structure, parents' occupation and educational level of parents, did not have significant influence on students' achievement. Based on the findings, the paper concludes that family background did not have much influence on students' achievement in science (biology) as against what most previous studies portrayed. Researches should therefore focus on other possible factors that contribute to students' poor performance in Biology and science generally in order to find lasting solution to the problem.

2.8 Summary of the Study

So far the chapter discussed the concept of home background, family type, parent educational background, involvement to school and academic performance with their relationship; theories were linked with the study. Also review of related empirical studies was presented. Though many researchers worked on family type and academic performance, parent educational background and academic performance, parental involvement to school and academic performance separately or combine two of these variables but none was found to have combined the three variables in quest of their relationship. Also, the geographical location where the other researchers conducted their studies is quite different from the geographical environment being considered in this study i.e Jahun Education Zone, Jigawa State.

The research work also reviewed theories that are deemed to be related to the variables under study, these theories includes: Epstein's Framework of Six Types of Involvement, Socialization theory which has to do with home background, Weiner

Attribution Theory for Success or Failure, which is related to academic performance. Studies from the above reviewed literature indicated that majority of the researchers had combined only two variables mostly the parent involvement and academic performance, Family background and academic performance, educational background and academic performance or family type and academic performance and in different locations other than Jahun Education Zone, Jigawa state. This research work tries to find out the relationship between home background which has to do with family type, parents educational background and parent involvement to school on Academic Performance in Senior Secondary School students in Jahun Education zone, Jigawa state, Nigeria.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the method used in conducting the research comprising Research Design, Population of the Study, Sample and Sampling Techniques Instrumentation, Validity of the Instrument, Pilot testing, and Reliability of the Instrument, Procedure for data collection and Procedure for Data Analysis

3.2 Research Design

The design adopted in conducting this research was correlational design. This design according to Adenike (2013), is a form of descriptive research which involves systematic collection of data from a population at a given point without making any intervention in the study through the use of personal interview, opinion, scale, questionnaire or observation. This design was adopted because the researcher was interested in determining the relationship between the variables of the study. This study involves describing a situation the way it is. The sample drawn from the population was assumed to be a true representation of the entire population.

3.3 Population of the Study

The population of this study comprised of the entire SS II students of Government senior secondary schools in Jahun Education Zone Jigawa state, while the target population of the study was the SSS II students from the day schools in the Zone. This is because day students have free access and regular interaction with their parents than those in boarding schools. This enabled the researcher to adequately access the research variables especially

parents involvement due to the frequent interaction and since the parents of both boarding and day students share similar characteristics.

There are eleven (11) senior secondary schools in the zone with one thousand two hundred and twenty five (1225) SSS II students both male and female respectively, while the Eight day schools was our target population with 626 students both male and female respectively

Table: 3.1: Population of the Study by School and Gender

| Schools | Gender | | Total |
|--------------|------------|------------|-------------|
| | Males | Females | |
| A | 350 | -- | 350 |
| B | -- | 190 | 190 |
| C | 59 | -- | 59 |
| D | 62 | -- | 62 |
| E | 56 | 33 | 89 |
| F | 98 | -- | 98 |
| G | 74 | 40 | 114 |
| H | 68 | 43 | 111 |
| I | 55 | -- | 55 |
| J | 65 | -- | 65 |
| K | 32 | -- | 32 |
| Total | 919 | 306 | 1225 |

Table: 3.2: Target Population of the Study by School and Gender

| Schools | Gender | | Total |
|--------------|------------|------------|------------|
| | Males | Females | |
| A | 62 | -- | 62 |
| B | 56 | 33 | 89 |
| C | 98 | -- | 98 |
| D | 74 | 40 | 114 |
| E | 68 | 43 | 111 |
| F | 55 | -- | 55 |
| G | 65 | -- | 65 |
| H | 32 | -- | 32 |
| Total | 510 | 116 | 626 |

3.4 Sample and Sampling Technique

The sample size for this study consists of 242 students which were selected through the use of Krejcie and Morgan (1970) table of determining the size of a random sample. This table suggested that the total population of 626 of the study area, 242 sample size should be selected for used in the study. A multi-stage sampling technique was used by the researcher to select the sample for the study. Multi-stage sampling techniques is a complex form of cluster sampling in which the population of the study is divided according to cluster and further sampling take place in each cluster until participants are finally selected for the study. However, all the senior secondary schools in Jahun education zone were grouped into two i.e boarding and day schools. Then, day schools were purposively chosen for the study. In this regard, nine (9) senior secondary schools were selected and one of it which is GDSS Tsakuwa was used for pilot study while the remaining eight (8) were used for the main study. Proportionate sampling technique was used to select participants from each sample school. Simple random sampling technique was used with the aid of raffle draw to select participants from each sample school. To this regard, eight (8) senior secondary schools selected for the study with their sample selected and percentage are presented in table 3.3 below:

Table: 3.3: Sample Size

| Schools | Sample | Percentage |
|----------------|---------------|-------------------|
| A | 24 | 9.9 |
| B | 34 | 14.3 |
| C | 38 | 15.6 |
| D | 44 | 18.3 |
| E | 43 | 17.7 |
| F | 21 | 8.7 |
| G | 25 | 10.3 |
| H | 13 | 5.2 |
| Total | 242 | 100 |

3.5 Instrumentation

Two instruments were used in this study comprising ‘Parent and School Survey (PASS) and Academic Performance Inventory. The instrument on parents’ school involvement was adapted from Ringenberg, Vanessa, Kacy, Amy, and Kramer, (2005). All items raised in this instrument that were not related to the objectives of this study such as all items related to parent employment status were removed, and Student Performance Test was developed by the researcher from WAEC past question paper. (2014). the first instrument comprised of two sections. Section A which is made up of bio-data of the respondents and section B: Consisting of 10 items questions on Parent school involvement. The items on section B: was scored using four liket scale of SA=Strongly Agree, A=Agree, D= Disagree SD= Strongly Disagree.

The second instrument is Student performance test (SPT) which was developed by the researcher consisting of 20 objectives questions in English Language and mathematics. The respondents are expected to choose from option lettered A-D which appear to them as the correct response.

Scoring guide for Parent School Involvement indicated follow

10 - 20 low involvement

21 - 30 moderate involvement

31 – 40 high involvement

Scoring guide for Students’ Academic Performance

0-49% fail

50 – 100% pass

3.5.1 Validity of the Instruments.

To ascertain the validity of the instruments, the researcher's supervisors and three other lecturers in the Department of Educational Psychology and Counselling of Ahmadu Bello University, Zaria, examined the draft copy of the instrument and raised some observations and corrections which were effected. The instrument was validated to determine face and content validity, for their relevance and appropriateness for the study.

3.5.2 Pilot Testing

Pilot testing was conducted in Government day secondary school Tsakuwawa with the purpose of establishing internal consistency of parents involvement in school activities questionnaire and students' performance test, 40 copies of parents' and school survey questioners (PASS) and Students' Performance Test (SPT) were administered to the students of GSSS Tsakuwawa using simple random technique. The school is not part of the selected schools used for the study but shares the same characteristics. The data collected from the pilot testing was analyzed using (SPSS) Version 20.0 and internal consistency of test reliability co-efficient.

3.5.3 Reliability of the Instrument.

The instruments are reliable as both have an appreciable internal consistency. Split half reliability method was used as the test result was divided in two equal parts, the first half comprised data generated from all the odd number of the instrument while the second half comprised data generated from all the even number of the instrument. The two halves of the test provided similar result from the pilot test, the technique employ to ensure that the result of the study was reproducible, standardization of all the procedure and

presentious yielded chronbach alpha reliability value of 0.898 for parents' involvement in school and 0.792 for Student Performance Test questionnaires.

3.6 Procedure for Data Collection

Before going to the field, the researcher collected an introductory letter from the Department of Educational Psychology and Counselling, ABU, Zaria to the schools where the research was carried out, with the obtained permission from the Zonal Director of Jahun Inspectorate Division, Jigawa State to the various schools, another letter was written and attached to the instrument which was addressed to the respondents to introduce the researcher.

The researcher administered two hundred and forty two questionnaires to the participants on parents' involvement in school and a test on Mathematics and English. The instruments were administered simultaneously with the help of two research assistants who were trained by the researcher for the period of two weeks. The researcher and the research assistants guided and supervised the students as they fill in the instruments. Two weeks was used to administer the instruments in the respective schools. The collected examination scripts were marked and scored by the researcher, while the filled questionnaire was coded accordingly for analysis.

3.7 Procedure for Data Analysis

After the data was collected the researcher recheck the completed data for consistency and completeness and the data was coded and entered into SPSS version 20.0 for further analysis where descriptive statistics was employed to analyze the Bio- data using frequency counts, simple percentages, and means and standard deviation to answer

the research question, while chi square test of independence was used to test all the three null hypotheses raised in the study at 0.05 alpha level of significance.

CHAPTER FOUR
RESULTS AND DICUSSION

4.1 Introduction

This chapter presents the analysis and interpretations of findings on the relationship between home background and academic performance of senior secondary school students in Jahun Education zone, Jigawa state which comprise demographic characteristics of the respondents, research question, test of hypotheses, summary of the major findings and discussion of findings.

4.2 Results

4.2 Demographic Characteristics of Respondents

4.2.1 Distribution of Bio Data by Gender, Age and parents education background in Frequencies and percentages

This section presented the demographic characteristics of the respondents such as gender, age, of the respondents as follows.

Table 4.1 Distribution of the Respondents by Gender

| Gender | Frequency | Percentages |
|---------------|------------------|--------------------|
| Male | 188 | 77.7 |
| Female | 54 | 22.3 |
| Total | 242 | 100.0 |

Table 4.2 Distribution of the Respondents by Age

| Age | Frequency | Percentages |
|----------------|------------------|--------------------|
| 7-12 yrs | 1 | 0.4 |
| 13-17 yrs | 148 | 61.2 |
| 18-22 yrs | 85 | 35.1 |
| 23yrsand above | 8 | 3.3 |
| Total | 242 | 100.0 |

Table 4.3 Distribution of the Respondents by Parent Level of Education

| Parents level of Education | Frequency | Percentage |
|-----------------------------------|------------------|-------------------|
| Tertiary level | 129 | 53.3 |
| Secondary level | 66 | 27.3 |
| Primary level | 25 | 10.3 |
| Not at all | 22 | 9.1 |
| Total | 242 | 100 |

The analysis were show the distribution of sample by gender 188 (77.7%) of them were males and 54 (22.3%) of them were female. The ages of the respondents show 1(0.4 %) of them were between 7-12 years while 148 (61.2%) were between 13-17 years,85 (35.1%) were between 18-22 years and the rest 8 (3.3%) were between 23years and above. The parent’s educational background of the respondents were parents with; tertiary level qualification 129 (53%), secondary qualification 66(27.3%), primary school level 25 (10.3%) and 22 (9.1%) did not attend school at all. The family type of the respondents were 120 (49.6%) respondents are from monogamous while 122 (50.4%) are from polygamous families.

4.3.1 Research Question One: What is the relationship between family type and academic performance of secondary school students in Jahun Education Zone, Jigawa State?

Table 4.2 Relationship between family type and academic performance

| Variables | N | Mean | Std.dev |
|----------------------|----------|-------------|----------------|
| Family Type | 242 | 1.50 | 0.501 |
| Academic performance | 242 | 1.53 | 0.060 |

Table 4.2 shows mean scores of 1.50 and 0.153 standard deviation of 0.501 and 0.060 respectively. Therefore, the research question one which states what is the relationship between family and academic performance of secondary school students in Jahun

Education Zone is answered. There is no relationship between family type and academic performance.

4.3.2 Research Question Two: What the relationship between parents education background and academic performance of secondary school students in Jahun Education Zone, Jigawa State.

Table 4.3: Relationship between Parents Education Background and academic performance of secondary school students in Jahun Education Zone, Jigawa State

| Variables | N | Mean | Std.dev |
|----------------------|-----|-------|---------|
| Parents Education | 242 | 1.77 | 1.028 |
| Academic performance | 242 | 0.153 | 0.060 |

Table 4.3: Shows mean scores of 1.77 and 0.153; standard deviation was 1.028 and 0.060. Research question one which states that what is the relationship between parents education background and academic performance of secondary school students in Jahun Education Zone is answered. There exist significant relationship between parents education background and academic performance.

4.3.3 Research Question Three: What is the relationship between parents' involvement in school and academic performance of secondary school students in Jahun Education Zone, Jigawa State?

Table 4.4: Relationship between parents' involvement in school activities and Academic Performance of secondary school students in Jahun Education Zone, Jigawa State

| Variables | N | Mean | Std.dev |
|----------------------|-----|-------|---------|
| Parents Involvement | 242 | 1.74 | 0.620 |
| Academic Performance | 242 | 0.153 | 0.060 |

Table4.4 shows means scores of 1.74 and 1.153 and standard deviation of 0.620 and 0.060 respectively. Therefore, the research question three which states what is the

relationship between parents' involvements and academic performance among secondary students in Jahun education zone is answered as there may be relationship between parents' involvement in school activities and academic performance of secondary school students in Jahun education zone of Jigawa state.

4.4.1 Test of Hypotheses

Hypothesis One: There is no significant relationship between family type and Academic performance of secondary school students in Jahun Education Zone, Jigawa State

Table 4.5: Relationship between Family Type and Academic Performance of Secondary School Students in Jahun Education Zone, Jigawa State.

| Family type | Academic Performance | | N | X ² |
|--------------|----------------------|------------|------------|----------------|
| | Pass (%) | Fail (%) | | |
| Monogamous | 28(23.3%) | 92(76.7%) | 120(100%) | 0.06 |
| Polygamous | 29(23.8%) | 93(76.2%) | 122(100%) | |
| Total | 57 | 185 | 242 | |

**Significant (P=0.936>0.05) df= 1 table value of X² at 0.05 level) =0.06

Table 4.5 revealed chi square value of 0.06 and p-value of 0.936. This result showed that there is no significant relationship between family type and academic performance of secondary school students in Jahun Education Zone, Jigawa State because P-value is greater than 0.05 alpha level of significance. Therefore, the null hypothesis one which states that there is no significant relationship between family type and academic performance of secondary school students in Jahun Educational Zone is accepted.

Hypothesis Two: There is no significant Relationship between Parents' Education Background and Academic Performance of Secondary School Students in Jahun Education Zone, Jigawa State.

Table 4.6: Relationship between Parents Education Background and Academic Performance among Secondary School Students.

| Parent Education Background | Academic Performance | | N | X ² |
|-----------------------------|----------------------|------------|------------|----------------|
| | Pass (%) | Fail (%) | | |
| Tertiary | 28(21.7%) | 101(78.3%) | 129(100%) | |
| Secondary | 15(23.1%) | 50(76.9%) | 65(100%) | |
| Primary | 8(32.0%) | 17(68.0%) | 25(100%) | 1.721 |
| Not at all | 6(27.3%) | 16(72.7%) | 22(100%) | |
| Total | 57 | 185 | 242 | |

*Significant (p=0.787>0.05) df=4 table value of X² at 0.05 level)=1.721

Table 4.2 revealed that chi square value is 1.721 and P-value of 0.787. This result shows that there is no statistical significant relationship existed between parent education background and academic performance, because P-value is greater than 0.05 alpha level of significance. Therefore, the null hypothesis two which states that there is no significant relationship between parent education background and academic performance of secondary school students in Jahun educational zone is accepted.

Hypothesis three: There is significant relationship between parents' involvement in school activities and academic performance of secondary school students in Jahun Education Zone, Jigawa State.

Table 4.7: Relationship Parent Involvement and Academic Performance of Secondary School Students in Jahun Education Zone, Jigawa State.

| Parent Involvement | Academic Performance | | N | X ² |
|--------------------|----------------------|------------|------------|----------------|
| | Pass (%) | Fail (%) | | |
| High | 37(43.0%) | 49(57.0%) | 86(100%) | |
| Moderate | 19(14.3%) | 114(85.7%) | 133(100%) | 29.161 |
| Low | 1(4.3%) | 22(95.7%) | 23(100%) | |
| Total | 57 | 185 | 242 | |

*Significant (P=0.000<0.05) df= 2 table value of X² at 0.05 level) =29.161

Table 4.7 revealed chi square value of 29.161 and p-value of 0.000. This result reveals that there is significant relationship between parent involvement and academic

performance, because P-value is less than 0.05 alpha level of significance. Therefore, the null hypothesis three which states that there is no significant relationship between parents involvement to school and academic performance of secondary school students in Jahun Educational Zone is rejected.

4.5 Summary of Findings of the Study

The study established that:

1. There is no significant relationship between family type and academic performance of students in Jahun Education Zone, Jigawa State.
2. There is no significant relationship between parent's education background and academic performance students in Jahun Education Zone, Jigawa State.
3. There is significant relationship between parents' involvement in school activities and academic performance of students in Jahun Education Zone, Jigawa State.

4.6 Discussion of Findings

From the study, it was observed that significant relationship does not exist between family type and academic performance of secondary school students in Jahun Education Zone, Jigawa State. This finding is in line with the study of Onongha(2015) on family type (monogamy and polygamy) as determinant of secondary school students' academic performance using independent samples test (t-test) which indicated that there is no significant relationship between family type and academic performance of students from monogamous and polygamous families. The finding disagrees with the study of Ella, Odok and Ella, (2015) Who found out the influence of family size and family type on students' academic performance in Government secondary schools in Calabar using One-way Analysis of Variance (ANOVA). The result revealed significant influence of family size

and family type on academic performance of secondary school students in Government secondary schools in Calabar Municipality, Cross River State, Nigeria.

The result of this study disagrees with the findings of Al- Sharif (2015) who examined the effects of polygamy on children and adolescents. A systematic literature search and review was conducted of research published 1994 - 2014 that focused on psychological variables, primary data collection and compared data on children and adolescents from polygamous with monogamous families. Analysis included the relevance of methods to the culture, including the psychometric properties reported. Main outcomes include a total of 13 papers satisfied the inclusion criteria. The review found more mental health problems, social problems and lower academic achievement among children and adolescents from polygamous than monogamous families. Similarities between children and adolescents from polygamous and monogamous families included self-esteem, anxiety and depression scores. Although polygamous family structures appear to have detrimental effects on children and adolescents, the mediating effects of parental education, economy and family

There is no significant relationship between education background and academic performance of secondary school students in Jahun Education Zone Jigawa State. This finding disagree with the study of Omeh (2012) who established that family background factors influenced students' academic achievement in Senior Secondary School in Nsukka Education Zone, Enugu State. The data collected were analyzed using t-test statistics. He established that students from educated parents achieve more than those from uneducated parents in academics. Also the study by Mphil, Iqbal, and Tasneem (2015) disagree with the present study which established significant positive relationship between parents education level and academic achievements of students. *The study is in line with Koskie*

and Ngno (2015) study who found influence of parental educational attainment on academic performance of public mixed day secondary school students. The study employed ex-post facto design, the researcher used stratified random sampling technique. The study involved 6 secondary schools. A sample of 180 form four students was selected out of an accessible population. The research instrument used to collect data was questionnaire. The finding of the study revealed that parental educational attainment did not significantly influence students' academic performance in Kuresoi Sub-county

There is significant relationship between parents' involvement in school activities and academic performance of secondary school students in Jahun Education Zone, Jigawa State. This finding is in line with the study of Rafiq, Tehsin, Malik and Muhammad. (2013) who found that parental involvement in education has significant effect on academic performance of their children. The present research has proved that parental involvement enhanced the academic achievements of their children. The finding of the study is supported by Aromolaran & Odunaro (2015) who determined the effect of provision of facilities for private reading and assistance with school work by parents on academic performance of their children. Two null hypotheses were generated and tested using descriptive measure in analysing the data; the scholastic achievement was ascertained with the help of report cards of students and other school records. The study revealed that students whose parents' provide them with facilities at home performed better than those whose parents do not. The impacts of assistance with school work by some parents also show positive academic performance of their children. Results therefore, showed that good and quality home environment as well as positive attitude from parents had significant correlation with high level of scholastic achievements.

Also the finding is in line with Epstein (1995) who discussed various social factors which might influence the academic performance of children by the involvement of parents. She discussed in her framework of six types of parental involvement in the academic activities of their children that these six types have major role in positive academic performance of children. She holds that supportive learning activities in the home that reinforce school curricula might enhance the academic performance of the children. This finding supported Wiener's theory which posses three attributes of success and failure and these attributions of success and failure have important implications for students' assumptions about their abilities which are usually based on past and present experiences. Attribution theory explains the emotional and motivational entailments of success and failure which have relationship with home background and academic performance of students.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the entire research work, the conclusion drawn from the study, recommendations offered contribution to knowledge discussed and suggestions for further studies presented on relationship between home background and academic performance of secondary school students in Jahun Education Zone, Jigawa State.

5.2 Summary

Five chapters formed the structure of this research. The background of the study, the statement of problem and research questions, including three hypotheses were formulated for the study, scope and delimitations were also discussed. In line with the research objectives, three research questions were stated and answered as well as three null hypotheses tested. The study is significant as psychologists, counsellors, school authorities' curriculum planers the educational policy makers and the teachers help the students to understand the impact of home background and how they can improve the academic performance of secondary school students in Jahun Education Zone.

Literature review of this study highlighted on the following: concept of home background, concept of family type, concept of parents education background, concept of parents' involvement in school activities and academic performance were discussed, similarly, relevant literature on theories that guided the study was reviewed, these theories are :attribution theory by ,Socialization theory by Cooley, and Epstein's frame work of six type of involvement, also reviewed was empirical studies related to the study and

summary of the chapter. Methodology of this study involved the following: research design instrumentation, population, sample size and sampling technique were. The procedure for data collection and analysis was also presented.

Data analysis of this study included; descriptive statistics that was used to describe bio data variables, testing of research questions and inferential statistics used in testing of the research Hypotheses, discussion of findings and summary of findings were also highlighted. Summary, conclusion and recommendations were also discussed.

5.3 Contributions to Knowledge

The findings of this study established that:

1. There is no significant relationship between family type and academic performance of secondary school students in Jahun Education Zone, Jigawa State.
2. There is no relationship between parents' education background and academic performance of secondary school students in Jahun Education Zone, Jigawa State.
3. There is relationship between parents' involvement and academic performance of secondary school students in Jahun Education, Jigawa State

5.4 Conclusion

The following conclusion was made on the results of the study:

No significant relationship exists between family type and academic performance of secondary school students in Jahun education zone, Jigawa State. This shows that students from different family type have the same academic performance

No Significant relationship exists between parent's education background and academic performance of secondary school students. This shows that students from different parent's education background have the same academic performance.

Significant relationship exists between the parents' involvement and academic performance of secondary school students of Jahun education zone, Jigawa State. This shows that the higher the level

5.5 Recommendation

Based on the findings from the analyzed data collected from the students involved in the study,

The researcher recommended the following;

1. counsellors, educational psychologists and teachers should help the students to reduce their personal concern or problem irrespective of their family type generally and academic performance by creating awareness to students on how to utilize their home and school environment.
2. Also counsellors should provide necessary assistance and psychological support to not only children from less educated homes but also to those from educated homes. This is with the view of helping them overcome emotional challenges they could encounter. This showed parent's education background has no or less influence on academic performance.
3. It is recommended that workshop, seminar and conferences should be organized for parents to be aware of the impact of their involvement in their children academic performance. Parents should provide enabling home environment to suit the purpose of their children's academic performance. They should equally provide

them with emotional support to ensure emotional stability and confidence in the children.

5.6 Suggestions for Further Studies

This study is by no means comprehensive or over flogged, suggestion are therefore made for further studies in relevant field. These suggestions are;

1. Recommending for further research to establish the reasons why the education background of parents in Jahun Education Zone does not influence academic performance of students.
2. Relationship between home background and academic achievement of tertiary institution students in selected States in Nigeria.
3. This study is delimited to only day secondary schools. Therefore, this study can be replicated to cover boarding schools in Jigawa State.
4. Further study should be undertaken to correlate home background and academic performance of secondary school students in other education zones in Jigawa state.

REFERENCES

- Abosede S.C, & Olugbenga A. A (2016). Mothers' Employment, Marital Status and Educational Level on Students' Academic Achievement in Business Studies. *Asia Pacific Journal of Multidisciplinary Research*, Vol. 4, No. 2, 159 P-ISSN 2350-7756 E-ISSN 2350-8442 www.apjmr.com
- Adebule, S. O. (2004). *Gender differences on a locally standardized anxiety rating scale in Mathematics for Nigerian secondary schools in Nigerian*. J. Counsel. Appl. Psychol., 1:22
- Adeshinwa A.O (2013). Effects of family type (monogamy or polygamy) on students Academic achievement in Nigeria. *International Journal of Psychology and Counselling*; Vol. 5(7), pp. 153-156, ISSN 2141-2499 © 2013 Academic Journal <http://www.academicjournals.org/IJPC>
- Al-Sharfi M, Pfeffer K & Miller K.A (2015). The effects of polygamy on children and Adolescents: *Journal of family studies* <http://dx.doi.org/10.1080/13229400.2015.1086405>
- American Psychological Association (2013). Task Force on Socioeconomic Status. Report of the APA Task Force on Socioeconomic Status. Washington
- Asikhia O.A. (2014). Students and teachers' perception of the causes of poor academic performance in Ogun state secondary schools [Nigeria]: *Implications for Counselling for National Development*. European J. Social Sci., 13, 229 – 249
- Behtoui, A. & Neergaard, A. (2012). 'Social capital, status and income attainment in the workplace'. *International Journal of Sociology and Social Policy*, vol. 32, no.1/2, pp. 42–55
- Berggren, C. (2013). The influence of gender, social class and national background on education and work career. *Nordic Journal of Migration Research Article*. DOI: 10.2478/njmr-2013-0005 NJMR • 3(3) • 2013 • 135-144
- Bhat, M. J. J & Wani I. (2016). Effect of Socio Economic Status on Academic Performance of Secondary School Students. *International Journal of Indian Psychology*, Volume 3, Issue 4, No. 56, ISSN 2348-5396 (e) ISSN: 2349-3429 (p), DIP: 18.01.004/20160304, ISBN: 978-1-365-23992-2
- Chen, J.J.L. (2013). Relation of parental, teacher and peer support to academic engagement and achievement among Hong Kong students. *School Psychology Intern.*, 29,183-198.
- Chohan I. B. & Khan R.M. (2013). Impact of Parental Support on the Academic Performance And Self Concept of the Student. *Journal of Research and Reflections in Education*, No.(1), pp 14 -26 <http://www.ue.edu.pk/jrre>
- Deplanty, J., Coulter-Kern, R., & Duchane, K. A. (2017). Perceptions of parent involvement in academic achievement. *The Journal of Educational Research*, vol 2 100, 361-368.

- District Education Office (2011). Way forward in education in Samia district. Unpublished paper presented during Samia district education day, July, 2011.
- Dzever, L. T. (2015). Impact of Home Environment Factors On Academic Performance Of Senior Secondary School Students In Garki Area District, Abuja –Nigeria. *Bulgarian Journal of Science and Education Policy (BJSEP)*, Volume 9, Number 1.
- Eldeeb, A.M.Z. (2012) *The impact of parental involvement on academic student Achievement* Dissertation submitted in partial fulfillment of Master of education international management and policies Faculty of Education. The British University in Dubai
- Ella, R., Odok A. & Ella G.E. (2015). Influence of Family Size and Family Type on Academic Performance of Students in Government in Calabar Municipality, Cross River State, Nigeria. *International Journal of Humanities Social Sciences and Education (IJHSSE)*. Volume 2, PP 108-114 ISSN 2349-0373 (Print) & ISSN 2349-0381 (Online) www.arcjournals.org.
- Epstein, J. L. (1989). *Family structures and student motivation*. A developmental Perspective in research in motivation in education. Goals and cognitive. New York. Academic press
- Epstein, J. L. (1995). *Perspectives and previews on research and policy for school, family and community partnerships*. Encyclopedia of educational research, (Sixth Edition). New York: MacMillan.
- Fan, X. (2001). Parental Involvement and Students' Academic Achievement: A Growth Modeling Analysis. *The Journal of Experimental Education*, 70(1), pp. 27-61.
- Hill, N.E. & Craft S. A. (2003). Parent-school involvement and school performance: Mediated pathways among socioeconomically comparable African American and Euro-American families. *Journal of Educational Psychology*. 96:74-75.
- Hountenvilli, A. J. & Conway, S. (2008). *Parental Involvement Strongly Impact Student Achievement*. Science daily Pp 28 May 16th.
- Jafarov, J. (2015). Factors Affecting Parental Involvement in Education: *The Analysis of Literature Khazar Journal of Humanities and Social Sciences* Volume 18
- Kamau, L.M. (2013). Relationship Between Family Background And Academic Performance of Secondary Schools Students: A Case Of Siakago Division, Mbeere North District,
- Kang, Y. & Moore, J. (2012). Parenting style and adolescents' school performance in *Mainland China*. *US–China Educ. Rev. B*, 1, 133–138.90
- Kathleen C. & Karen R.C. (2012). Parent involvement in education. Office of Educational Research and Improvement (OERI), U.S. Department of Education, Under Contract Number 40-86-0006.

- Kenya. Unpublished Dissertation in Partial Fulfillment of the Requirement for the Award of Master of Arts Degree in Project Planning and Management of the University of Nairobi.
- Koskie, B.K. & Ngeno, G. (2015). Parental Educational Attainment and Students' Academic Performance of Public Mixed Day Secondary Schools in Kuresoi Sub – County, Nakuru County, Kenya. *International Journal Of Innovative Research & Development* volume 4, Page 303.
- Krejcie, & Morgan (1970). In: Cohen Manion, AL & Marison, K, (2000). Research methods in Education.
- Kuehn, Z. & Landeras, P. (2013). The Effect of Family Background on Student Effort Serie Capital Humanoy Empleo cátedra Fedea – Santander
- Mirazchiyski, P. (2013). Measuring student family background in large scale education Studies *IERI Monograph Series-Issues and Methodologies in large-scale Assessments* (special Issue 2)
- Mphil, R.M.A., Iqbal, N. & Tasneem, S. (2015). The influence of Parents Educational level on Secondary School Students Academic achievements in District Rajanpur. *Journal of Education and Practice*, www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288 (Online) Vol.6.
- Mullis, I.V.S., Martin M.O., Foy, P., & Drucker, K.T. (2012). PIRLS 2011 international results in reading. Chestnut Hill, MA: *TIMSS & PIRLS International Study Center, Lynch School of Education*, Boston College
- Muola, J. M. (2013). A Study of the Relationship between academic achievements motivation and home environment among standard eight pupils . In *Educational Research and Reviews*. Egerton University of Kenya. Mateemoula2000@yahoo.com.
- Muthén, L.K. & Muthén, B.O. (2012). Direct and indirect effects of parents' education on reading achievement among third graders in Sweden. *British Journal of Educational Psychology*.
- Noah, A.O.K. & Aromolaran, A. B. (2015). Parents' Attitude towards Academic Performance of their Children: Implications for Societal Development *International Journal of Research in Humanities and Social Studies*. Volume 2, Issue 1, PP 22-27 ISSN 2394-6288 (Print) & ISSN 2394-6296 (Online) ©IJRHSS www.ijrhss.org 22
- Nonoyama-Tarumi, Y. & Willms J.D (2013). Family Background versus School Resources and Teacher Quality: Findings from the 2011 Trends in International Mathematics and Science Study “Paper commissioned for the EFA Global Monitoring Report 2013/4, Teaching and learning: Achieving quality for all” For further information, please contact efareport@unesco.org

- Ojimba, D.P (2013). Home Background and Senior Secondary Students' Achievement in Mathematics in Rivers State, Nigeria. *Journal of Educational and Social Research* Vol. 3 (2) ISSN 2239-978X283
- Okioga, C.K. (2013). The Impact of Students' Socio-economic Background on Academic Performance in Universities, a Case of Students in Kisii University College. *American International Journal of Social Science*. Vol. 2 No. 2.
- Olakan, S., Osakinle, B., & Onijingin, U. (2013). Home make-up and child development Lagos: *Babatunde Publishing House*.
- Omeh, G. U. (2010). Influence of Family Background on the Academic Achievement of Senior Secondary School Students in Nsukka Educational Zone of Enugu State. Unpublished research Project Submitted to the Department of Educational Foundations, Faculty of Education, University of Nigeria, Nsukka in Partial Fulfillment of the Award of Masters Degree in Sociology of Education
- Omeregbe, N. (2012). The effect of parental Education attainment on school outcomes Ife Psychologies. *Unique sleeps*.
- Onongha, G.I (2015). Family Type (Monogamy and Polygamy) and Academic Performance of Students: The Case of Students in Cross River, Nigeria. *Open Science Journal of Education*. Vol. 3, No. 4, pp. 20-25
- Osuafor, A. & Okonkwo I. (2014). Influence of Family Background on Academic Achievement of Secondary School Biology Students in Anambra State. *An International Multidisciplinary Journal, Ethiopia* Vol. 7 (3), Serial No.156-167 ISSN 1994-9057 (Print) ISSN 2070--0083 (Online)
- Oundo, E.N., Poipoi, M.W. & Were S.D (2014). Relationship between Parents' Attitude towards Educational Involvement and Academic Performance of Day Secondary School Students in Samia– Kenya. *International Journal of Human Resources Studies* ISSN 2162-3058 2014, Vol. 4, No. 3 www.macrothink.org/ijhrs 147
- Rafiq H. M. W, Tehsin F, Malik M.S, Muhammad S, & Muhammad A.K (2013). Parental Involvement and Academic Achievement; A Study on Secondary School Students of Lahore, Pakistan. *International Journal of Humanities and Social Science*, Vol. 3 No.8
- Ringenberg, M.C, Vanessa F, Kacy M. Amy, W. & Kramer J. (2005). The Test-Retest Reliability of the Parent and School Survey (PASS). *The School Community Journal*. Vol2Pp. 121- 134.
- Samal, R. (2012). Parents' Attitude Towards Schooling And Education Of Children. *National Institute of Technology Rourkela – 769008 Odisha India*.
- Singh, A. & Singh J.P. (2014). The influence of socio-economic status of parents and home environment on the study habits and academic achievement of students. *Educ. Res.* 5(9):348-352

Suleman, Q., Aslam, H. D., Shakir, M., Akhtar, S., Hussain, I. & Akhtar, Z. (2012). Effects of Family Structure on the Academic Performance of Students at Elementary Level in District Karak, Khyber Pakhtunkhwa (Pakistan). *Journal of Sociological Research*, 3, 2.

UNESCO-UNEVOC (2004). International Centre for Technical and Vocational Education and Training.

Weiner, B., (1986). An Attribution Theory of Achievement Motivation and Emotion. *Springer- Verlag*, New Y.

**Appendix I:
Introduction letter to the respondent**

Department of Educational Psychology,
Faculty of Education,
Ahmadu Bello University, Zaria.

Dear Respondent

I am a master student of the Department of Education Psychology and Counseling, ABU, Zaria currently conducting a research on relationship between home background and academic performance of secondary school students in Jahun Education Zone Jigawa State, I am soliciting for your support in completing the attached questioners.

I wish to inform you that any formation collected from you will be treated confidential for it will only be used for the purpose of this research.

Thank you for your anticipated cooperation

Yours faithfully

**FATIMA JAHUN
P13EDPC8074**

Appendix II

Questionnaire on Parent and School Survey (PASS)

INSTRUCTIONS

This questionnaire is divided in to two sections. Section A – Bio data B – Parents school involvement. In each of the section, list of question are provided with corresponding boxes. Simply tick [✓] the appropriate box that represent your feelings. The following options are orderly provided in Section B: SA-(Strongly Agree), A-(Agree), SD-(Strongly Disagree) DA-(Disagree) which represents your feelings on each question on section C.

SECTION A

BIO DATA

Please indicate by ticking (✓) the item that best describe you where:

1. Gender: Male [] Female []
2. Age group 7-12 [], 13-17[], 18-22[], 23 and above []
3. Name of school:
4. Parents educational background
 - A. Tertiary level []
 - B. Secondary school level []
 - C. Primary school level []
 - D. Not at all []
5. Family type
 - A. Monogamous family []
 - B. Polygamous family []

SECTION B: PARENTS SCHOOL INVOLVEMENT QUESTIONIER

SA=Strongly Agree, A=Agree, D= Disagree SD= Strongly Disagree

| S/N | | SA | A | D | SD |
|------------|--|-----------|----------|----------|-----------|
| 1. | My parent attend parent/teacher conference | | | | |
| 2. | My parent pay my parent teacher association levy on time | | | | |
| 3. | My parent ensure my excellent attendance at school | | | | |
| 4. | My parent support and reinforce the school discipline plan | | | | |
| 5. | My parent attend extracurricular activities at my school(carnival, sport) | | | | |
| 6. | My parent hold me responsible for completing all assignment on time and to do the best of my ability | | | | |
| 7. | My parent have regular contact with my teacher(s) | | | | |
| 8. | My parents have employed a lesson teacher for me | | | | |
| 9. | My parent check my note books frequently | | | | |
| 10. | My parent visit my school when necessarily | | | | |

Adapted from Ringenberg.et al. (2005)

APPENDIX III

Sample Size Table

Determining the Size of a Random Sample

| N | S | N | S | N | S |
|-----|-----|-------|-----|--------|-----|
| 10 | 10 | 220 | 140 | 1200 | 291 |
| 15 | 14 | 230 | 144 | 1300 | 297 |
| 20 | 19 | 240 | 148 | 1400 | 302 |
| 25 | 24 | 250 | 152 | 1500 | 306 |
| 30 | 28 | 260 | 155 | 1600 | 310 |
| 35 | 32 | 270 | 159 | 1700 | 313 |
| 40 | 36 | 280 | 162 | 1800 | 317 |
| 45 | 40 | 290 | 165 | 1900 | 320 |
| 50 | 44 | 300 | 169 | 2000 | 322 |
| 55 | 48 | 320 | 175 | 2200 | 327 |
| 60 | 52 | 340 | 181 | 2400 | 331 |
| 65 | 56 | 360 | 186 | 2600 | 335 |
| 70 | 59 | 380 | 191 | 2800 | 338 |
| 75 | 63 | 400 | 196 | 3000 | 341 |
| 80 | 66 | 420 | 201 | 3500 | 346 |
| 85 | 70 | 440 | 205 | 4000 | 351 |
| 90 | 73 | 460 | 210 | 4500 | 354 |
| 95 | 76 | 480 | 214 | 5000 | 357 |
| 100 | 80 | 500 | 217 | 6000 | 361 |
| 110 | 86 | 550 | 226 | 7000 | 364 |
| 120 | 92 | 600 | 234 | 8000 | 367 |
| 130 | 97 | 650 | 242 | 9000 | 368 |
| 140 | 103 | 700 | 248 | 10000 | 370 |
| 150 | 108 | 750 | 254 | 15000 | 375 |
| 160 | 113 | 800 | 260 | 20000 | 377 |
| 170 | 118 | 850 | 265 | 30000 | 379 |
| 180 | 123 | 900 | 269 | 40000 | 380 |
| 190 | 127 | 950 | 274 | 50000 | 381 |
| 200 | 132 | 1,000 | 278 | 75000 | 382 |
| 210 | 136 | 1100 | 285 | 100000 | 384 |

Notes N=population size S=sample size Sou Kri and Morgan, 1970. I Cohen, L. Manion, A. L. And Morrison, K. (2000). Research Methods in Education (5th Edition) London: Routledge Falmer.

Appendix IV

Table 1.1: Results of Students in WAEC Mathematics from 2011-2016

| Year | Number Of Students | %With A1-C6 | %With D7-F9 |
|------|--------------------|-------------|-------------|
| 2012 | 1,145 | 57.27 | 42.73 |
| 2013 | 1,228 | 41.95 | 58.05 |
| 2014 | 1, 300 | 42.98 | 57.02 |
| 2015 | 1,250 | 52.17 | 47.83 |
| 2016 | 1,250 | 47.04 | 52.96 |

Source: Jahun Educational Zone 2017

Table 1.2: Results of Students in WAEC English from 2011-2016

| Year | Number Of Students | %With A1-C6 | %With D7-F9 |
|------|--------------------|-------------|-------------|
| 2012 | 1,145 | 45.25 | 55.75 |
| 2013 | 1,228 | 47.06 | 53.94 |
| 2014 | 1,300 | 41.84 | 59.16 |
| 2015 | 1250 | 40.99 | 59.01 |
| 2016 | 1,250 | 43.78 | 56.22 |

Source: Jahun Education Zone Office

APPENDIX V

Reliability of Parents and School Survey Questionnaire

Relationship between Home Background and Parent Involvement on Academic Performance among Secondary School Students in Jahun Zonal Education in Jigawa state

Reliability of Parent School Involvement

Questioner PSIQ

Reliability Statistics

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|--|------------|
| .878 | .898 | 10 |

Case Processing Summary

| | | N | % |
|-------|-----------------------|----|-------|
| Cases | Valid | 40 | 100.0 |
| | Excluded ^a | 0 | .0 |
| | Total | 40 | 10 |

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

Relationship Between Home Background and Parent Involvement to School on Academic Performance among Secondary School Students in Jahun Education Zone Jigawa State

| | | C | % |
|-------|----------|----|-----|
| Valid | | 40 | 100 |
| Cases | Excluded | 0 | .0 |
| Total | | 40 | 100 |

- a. List wise deletion based on all variables in the procedure

Reliability Academic Performance Test

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|--|------------|
| .770 | .792 | 40 |

APPENDIX VI

Students Performance Test (SPT)

English Test

Answer all the Questions

In each of the following sentences, there is one word or group of words underlined and one gap. From the list of words or group of word latter A-D, choose the one that is **most nearly opposite** in meaning to the underlined word or group of words and that will, at the same time correctly fill the gap in the sentence;

1. Angela is a very indolent but her sister marry is one of the most.....girl in the school. A. perfect B. trustworthy C. diligent D. devoted
2. The man refused to accept the offer of a job in the rural area; he preferred one in thearea. A. local B. urban C. township D. Municipal
3. He is quite an outspoken young man but his father is..... A. humorous B. sober C. taciturn D. silent
4. One of the twins was as daring as the other was A. morose B. timid C. secretive D. rational
5. The crops the famer planted will be in three months time A. sold B. weeded C. uprooted D. harvested
6. He didn't lose the fight because of his bravery but for his A. Ignorance B. strength C. cowardice D. rashness
7. If you do not drive with care you may be charged for..... A. recklessness B. drunkenness C. over speeding D. ignorance

8. Rather than support the chairman, the members of his board expressed.....to his plans.
A. denial B. opposition C. indifference D. doubt
9. Femi was veryabout his political ambition but his sister was open about it A.
silent B. with drawn C. closed D. secretive
10. Jonson is consistently assertive but his twin brother is rather A. cautious B.
cowardly C. reserved D. respectful.

*From the words or group of words latter A-D, choose the words or group of words that **best completes** each of the following sentences*

- 11 My cousin has been married for fourteen years but he has no..... A. siblings B.
brothers C. offerings D. survivor
- 12 The team manager looked.....when his boys lost the match A. down B. denied C.
dejected D. deserted.
- 13 It ison parents to advice their children against keeping bad company A.
incumbent B. necessary C. imperative D. required
- 14 Zara tears of joy when she heard about her success A. broke into B. broke
out C. broke up in D. broke with
- 15 The driver Nearly cause accident A. rather B. almost C. very D. quite
- 16 I come in please A. might B. may C. should D. must.
- 17 To persist.....sin is spiritual death A. on B. at C. of D. by.
- 18 Bolawon the beauty contest, is my sister. A. which B. that C. who D. whom
- 19 The novel makes.....interesting reading A. very B. mostly C. much D. almost
- 20 20. Daughter confidetheir fathers more than sons do A. in B. on C. to D.
about.

Mathematics test

Answer all the Questions

1. Evaluate $202^2_{\text{three}} - 112^2_{\text{three}}$

A. 21120 B. 21121 C. 21112 D. 21011

2. If $y = 23_{\text{five}} + 101_{\text{three}}$, find y , leaving your answer in base two.

A. 1110 B. 10111 C. 11101 D. 111100

3. Given That $\sin (5x-28)^\circ = \cos (3x-50)^\circ$ $0 < x < 90^\circ$, find the value of x .

A. 14° B. 21° C. 32° D. 39°

4. Solve for t in the equation $\frac{3}{4}t + \frac{1}{3}(21 - t) = 11$,

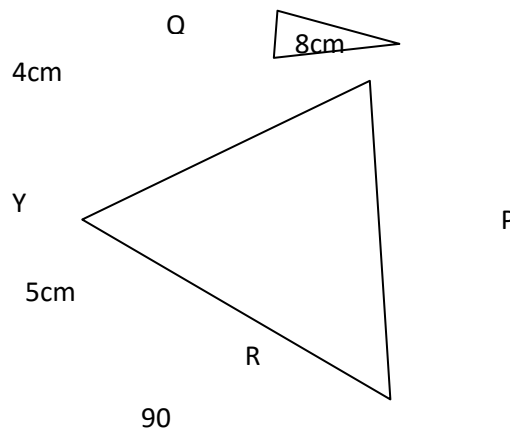
A. $\frac{9}{13}$ B. $\frac{9}{13}$ C. 5 D. $9\frac{3}{5}$

5. A school girl spends $\frac{1}{4}$ of her pocket money on books and $\frac{1}{3}$ on dress. What fraction remains?

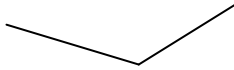
A. $\frac{5}{6}$ B. $\frac{7}{12}$ C. $\frac{5}{12}$ D. $\frac{1}{6}$

6. In the diagram $RPQ = QRY$, $PQR = RYQ = 8\text{cm}$ $IQYI = 4\text{cm}$ and $IRYI = 5\text{cm}$.

A. 2.0cm
B. 2.5cm
C. 6.4cm
D. 10.0cm



7. Find the value of x in the diagram



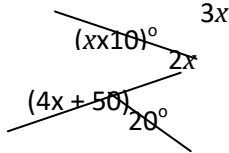
A. 10°

B. 28°

C. 36°

D. 44°

E.



8. There are m boys and 12 girls in a class. What is the probability of selecting at random a girl from the class?

A. $\frac{m}{12}$

B. $\frac{12}{m}$

C. $\frac{12}{m+12}$

D. $\frac{12}{m+12}$

9. Simplify $7\frac{1}{2} - (2\frac{1}{3} + 3) + 16\frac{1}{2}$ and correct your answer to the nearest whole number

A. 33

B. 8

C. 7

D. 0

10. The angle of elevation of the top of a tower from a point on the ground which is 36m away from the foot of the tower is 30° . calculate the height of the tower.

A. 62.35c

B. 20.78cm

C. 18.00m

D. 10.39

11. find the area of a rectangle of length 4cm and whose diagonal is 8cm. (Leave your answer in surd form)

A. $8\sqrt{3}cm^2$

B. $12\sqrt{3}cm^2$

C. $16\sqrt{2}cm^2$

D. $16\sqrt{3}cm^2$

12. Given that $x + y = 7$ and $3x - y = 5$, evaluate $\frac{y}{2} - 3$.

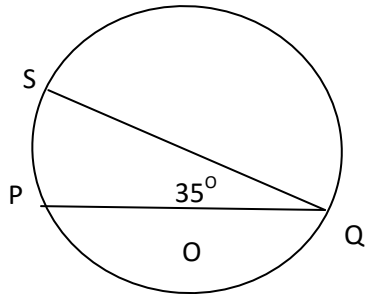
A. -1

B. 1

C. 3

D. 4

R



13. In the diagram If, POQ is the diameter of the circle centre O. Calculate $\angle QRS$ A. 35°
 B. 70° C. 100° D. 125°

14. if $(\frac{1}{4})^{(2-y)} = 1$ find y . A. - 2 B. $-\frac{1}{2}$ C. $\frac{1}{2}$ D. 2

15. Calculate the total surface area of a cupboard which measures 12cm by 10cm by 8cm

A. 1920cm^2 B. 592cm^2 C. 296cm^2 D. 148cm^2 14

16. If $\frac{x}{a+1} + \frac{y}{b} = 1$. make y the subject of the relation.

A. $\frac{b(a+1-x)}{a+1}$ B. $\frac{a+1}{b(a-x+1)}$ C. $\frac{a(b-x+1)}{b+1}$ D. $\frac{b}{a(b-x+1)}$

17. If $\log^p = r$, express p in terms of q and r

A. $p = qr$ B. $p = r^q$ C. $p = \frac{r}{q}$ D. $P = q^r$

18. Find the next two terms of the sequence

1, 5, 14, 30, 50, A. 61,110, B. 67,116, C. 81,140, D. 91,140,

19. Each interior angle of a regular polygon is 108° how many sides has it?

A. 5 B. 7 C. 9 D. 14

20. Solve equation $10-3x-x^2=0$

A. $x = 2$ or -5

B. $x = -2$ or 5

C. $x = \frac{r}{q}$ 1 or 10.

D. $x = 2$ or 5

s

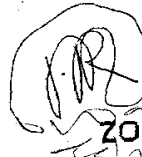


DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELLING,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY, ZARIA

Our Ref: P3EDPC8074 Fatima I Jahun

Date: 10-08-2017

The Director
Jahun Zonal
Education, Jigawa
State


ZONAL DIRECTOR
MOEST
JAHUN ZONAL OFFICE
JIGAWA STATE

Dear Sir,

STUDENTS' FIELD RESEARCH

The Department of Educational Psychology and Counselling, Ahmadu Bello University, Zaria requires each student working for a Degree to complete a research Project/Thesis/Dissertation. They are therefore required to collect data for the research studies.

Most of them will need to be allowed access to certain relevant documents and some valuable information which you may have.

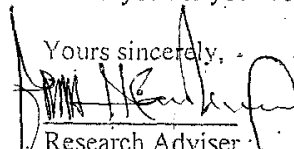
Please accord them all the necessary assistance.

TOPIC OF RESEARCH:

Relationship between Home
Background and Academic performance
Among Secondary School Students in
Jigawa State, Nigeria.

Thank you for your continued cooperation

Yours sincerely,


Research Adviser

DEPARTMENT OF
EDUCATIONAL PSYCHOLOGY
AND COUNSELLING
A.B.U. ZARIA

