

**INFLUENCE OF SOCIO-CULTURAL FACTORS ON THE PERFORMANCE OF
STUDENTS IN SOCIAL STUDIES IN UPPER BASIC SCHOOLS OF FCT
ABUJA, NIGERIA**

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ABUJA, NIGERIA**

BY

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B.A.Ed HISTORY (UNI, ABUJA) 2012,
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**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,
FACULTY OF EDUCATION,
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ZARIA, NIGERIA**

DECEMBER, 2021

DECLARATION

I declare that the work in this dissertation entitled “INFLUENCE OF SOCIO-CULTURAL FACTORS ON THE PERFORMANCE OF STUDENTS IN SOCIAL STUDIES IN UPPER BASIC SCHOOLS OF FCT ABUJA” has been carried out by me in the Department of Educational Foundations and Curriculum under the supervision of Prof. H.O. Yusuf and Dr. A.M. Aminu. 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, at these or any other institution.

Mohammed Yunusa ISA

Signature & Date

CERTIFICATION

This dissertation entitled “INFLUENCE OF SOCIO-CULTURAL FACTORS ON THE PERFORMANCE OF STUDENTS IN SOCIAL STUDIES IN JUNIOR SECONDARY SCHOOLS OF FCT ABUJA” by Mohammed Yunusa ISA meets the regulations governing the award of the degree for Master in Curriculum and Instruction of the Ahmad Bello University, and is approved for its contributions to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to my beloved parents Mallam Muhammadu Saidu and Malama Habibat Adamu Muhammadu who are the pillars behind my success today.

ACKNOWLEDGEMENTS

The researcher is grateful to Almighty Allah who has given me the opportunity to complete this research work successfully. Let me most specifically thank my supervisors Prof. H. O. Yusuf and Dr. A .M. Aminu who took their time to go through this work and make every necessary corrections despite their commitment, they acted on me not only as supervisors and lecturer, but as parents who want their son to excel, may the Almighty Allah reward them with” paradise” Amen.

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ABSTRACT

This study assessed influence of socio-cultural factors on the performance of students in social studies in Upper Basic Schools of FCT Abuja. The study had four specific objectives, four research questions and four null hypotheses. The design adopted for the study was Descriptive survey research. The population for the study is 24,117 with a sample of 378. The instrument for data collection was 5-point rating scale structured questionnaire. The instrument was validated by experts. Data were collected using face to face method of delivery with the help of 3 research assistants. The data collected were analyzed using descriptive statistics of frequency and percentages as well as mean to describe respondents' bio-data and answer research questions while regression statistics was employed in the test of research hypotheses at significant level of 0.05. The study revealed that religious beliefs have influence on performance of Upper Basic students in social studies and cultural beliefs has influence on performance of Upper Basic students in social studies, parental educational background has influence on performance of Upper Basic students in social studies, family income has influence on performance of Upper Basic students in social studies. It was therefore, concluded that religious beliefs, cultural beliefs, parental educational background and family income has influence on the performance of social studies students in Upper Basic in FCT Abuja. It was recommended that Religious practices should be encouraged in Upper Basic school since it has positive influence on students performance in F.CT-Abuja, Cultural practices should be putting into more consideration by curriculum planners during curriculum review since it has positive influence on students performance in Upper Basic school in F.C.T-Abuja and Parents should improve on their educational attainment since it has positive influence on student performance in Upper Basic school in F.C.T-Abuja.

TABLE OF CONTENTS

Cover Page	i
Title Page	ii
Declaration	iii
Certification	iv
Dedication	v
Acknowledgements	vi
Abstract	vii
Table of Contents	viii
List of Tables	xii
List of Appendices	xiii
List of Abbreviations	xv
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background to the Study	1
1.2 Statement of the Problems	4
1.3 Objectives of the Study	5
1.4 Research Questions	5
1.5 Hypotheses	6
1.6 Significance of the Study	6
1.7 Scope of the Study	8
CHAPTER TWO: REVIEW OF RELATED LITERATURE	9
2.1 Introduction	9
2.2 Conceptual Frame Work	9
2.2.1 Basic Concepts of Social Learning	9
2.2.2 Social Contexts of Development	12

2.2.3	Social Factors Affecting Academic Performance	17
2.2.4	Poverty	18
2.2.5	Cost Sharing and Academic Performance	20
2.2.6	Residential Status of Some of the Students	20
2.2.7	Environmental Challenges	21
2.2.8	Response to Environmental Challenges	22
2.2.9	Other Related Factors for Academic Performance	22
2.2.10	Academic Performance	25
2.2.11	Transition From Upper Basic School to Senior Secondary School	27
2.3	Ways in Which Some Socio-Cultural Factors Affect Academic Performance	28
2.3.1	Concept of Culture	30
2.3.2	Education and Culture	31
2.3.3	Cultural Factors and their Impact on Formal Education	32
2.3.4	Socio-economic Factors and their Impact on Formal Education	34
2.3.5	Nigeria Educational System	35
2.4	The History of Social Studies in Nigeria	37
2.4.1	Concept of Social Studies in Nigeria Education	37
2.4.2	The Role of Social Studies in Nigeria	40
2.4.3	The Challenges of Social Studies	43
2.4.4	Indigenous Social Studies in Nigeria	46
2.4.5	Social Studies in the Colonial Era	48
2.4.6	Social Studies after Independence	49
2.5	Theoretical Framework	55

2.6	Review of Related Empirical Studies	61
2.7	Summary	78
CHAPTER THREE: METHODOLOGY		80
3.1	Introduction	80
3.2	Research Design	80
3.3	Population of the Study	80
3.4	Sample and Sampling Techniques	81
3.5	Instrument	82
3.5.1	Validity of the Instrument	83
3.5.2	Pilot test	83
3.5.3	Reliability of the Instrument	83
3.6	Procedure for Data Collection	84
3.7	Method for Data Analysis	84
CHAPTER FOUR: RESULT AND DISCUSSION		85
4.1	Introduction	85
4.2	Demographic Variables of Respondent	85
4.3	Answers to Research Questions	86
4.4	Testing of Hypotheses	98
4.5	Summary of Finding	101
4.6	Discussion of Finding	101
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS		
5.1	Introduction	106
5.2	Summary	106

5.3	Conclusion	107
5.4	Recommendations	108
5.5	Contribution to Knowledge	109
5.6	Suggestion for Further Studies	109
	References	110
	Appendices	118

LIST OF TABLES

TABLES	PAGE
1: Population of the Study	81
2: Sample Distribution in Selected Schools	82
3: Analysis of Respondent Bio-Data	85
4: Descriptive Statistics of Influence of Religious Beliefs on the Performance of Students in Social Studies in Upper Basic of F.C.T Abuja.	86
5: Descriptive Statistics of Influence of Cultural Beliefs on the Performance of Students in Social Studies in Upper Basic of F.C.T Abuja	89
6: Descriptive Statistics of Influence of Parental Educational Background on the Performance of Upper Basic Students in Social Studies in F.C.T, Abuja	92
7: Descriptive Statistics of Influence of Family Income on the Performance of Upper Basic Students in Social Studies in F.C.T Abuja	95
8: Regression test of hypotheses One	98
9: Regression test of hypotheses Two	99
10: Regression test of hypotheses Three	99
11: Regression test of hypotheses Four	100

LIST OF APPENDICES

Appendix I: Respondent's Letter	118
Appendix II: Letter of Introduction	124
Appendix III: Instrument Validation Form	125
Appendix IV: Required Sample size	127
Appendix V: Frequencies Table	128

DEFINITION OF TERMS

Academic Performance: this is knowledge attained or skills developed in school subjects, as measured by responses (scores) to tests and examinations.

Social Studies: Social studies is a field of study that focuses on man and his environment taking into consideration relationships or interactions that equip man with skills and knowledge to conquer himself and the environmental problems.

Cultural Diversity: cultural diversity refers to the different cultures encountered in classrooms and how these cultural differences influence learning.

Students: These are learners in upper basic class

Upper Basic: These are class of learners that continue from class seven to nine which falls between the ages of twelve to sixteen years

Socio-Cultural: these are common tradition, habit, pattern and beliefs presents in a population group.

LIST OF ABRIVIATIONS

NERC: Nigeria Educational Research Council

NERDC: Nigeria Educational Research and Development Council

CESAC: Comparative Education Study and Adaptation Center

NEEDS: National Economic Empowerment and Development Strategies

MDG: Millennium Development Goals

NCE: Nigeria Certificate in Education

FCT: Federal Capital Territory

FRN: Federal Republic of Nigeria

NSSSP: Nigeria Secondary Schools Social Studies Project

UPE: Universal Primary Education

SOSAN: Social Studies Association of Nigeria

NNTEP: Northern Nigeria Teacher Education Project

ASESP: Africa Social and Environmental Studies Programme

ASSP: Africa Social Studies Programme

NYSC: National Youth Service Corps

MAMMSER: Mass Mobilization for Justice, Self-reliance and Economic Recovery

WAI: War Against Indiscipline

JAMB: Joint Admission and Matriculation Board

UNESCO: United Nation for Education, Scientific and Cultural Organization

HIV: Human Immune Virus

AIDS: Acquire Immune Deficiency Syndrome

UBE: Universal Basic Education

FCE: Federal College of Education

BECE: Basic Education Certificate Examination

URT: United Republic of Tanzania

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The development of social studies in any country has a peculiar circumstance based on that countries socio-cultural experiences, in Nigeria, among the factors that gave birth to social studies is the need for national integration and rehabilitation after the civil war of 1967-1970. This basic fact is understood better when the national educational aims and objectives of teaching social studies is X-rayed, according to National Policy on Education Federal Republic of Nigeria (FRN, 2014) the first educational policy on education is the inculcation of national consciousness and national unity, economic development international understanding and ethnic tolerance.

Social Studies was integrated into the Nigerian school curriculum to restore Nigeria from all sorts of social vices and to encourage Nigerians towards becoming good citizens who would help the country realize her national goals and objectives, henceforth, social studies is society bound; it is the study of man in relation to his physical and social environment.

Social studies philosophical orientation is focused toward the individual, state and nation. It was in recognition of this basic orientation that the federal government directed the social studies should be taught as a core- subject in Lower Basic, Upper Basic and teachers training colleges as well as the universities. Nigeria as a heterogeneous society is made up of about 450 ethnic nationalities and this Nigeria belongs to different socio-cultural groups (Mezieobi, 2013). Culture is a compendium of man`s ways of life, language and medium of communication, culture of people in a nation depicts their attitude, philosophies, skills, values, knowledge and predisposition to unfolding event and

issues in their social environment, social studies education advocates cultural accommodation and utilization of cultural knowledge acquisition through content of instruction and patriotic need for achieving Nigerians national goals despite our cultural diversities, for any society to survive, its culture must be passed on teach successive generation in such a way that the claims of the society are given priority over the wants of individuals.

Social studies education that ignores the culture of people is as irrelevant as it is deficient. Regrettably, social studies education is not such a smooth sailing enterprise in Nigeria schools due to some socio-cultural factors at play, the thrust of this paper therefore, is to assess those socio-cultural factors influencing the learning of social studies in upper basic schools of F.C.T- Abuja.

Socio-cultural factors are the larger scale forces within societies, examples of socio-cultural factors includes language, law, aesthetics (appearance), religion, values, attitudes, social organization and peoples role or status among others, these issues are important for any nation because every nation need to target there promotions based on the socio-cultural factors that are at play, socio-cultural theories argue that individuals cannot be considered in isolation from their social and historical context therefore, is necessary to look at the society and the development occurring at a given time.

Learning is seen as a change in behaviour or performance and practice result of experience which makes individual face later situation differently,

The student's home and community background is also considered. The home is the foundation from which learning activities of any child takes off, sociologist refer to the

home as the bed rock of socialization process which implies learning, the type of home environment a child is born set the limit for his life adjustment, in this discussion aspect of home background are limited to family socio-economic status, parent educational status and parental discipline (Bank, 2013).

Nigeria as a nation emerged from diverse socio-cultural entities with an estimated population of about 170,000,000. As a result of our differences it has not been possible to build a sense of common unity, national pride and single purpose because the spirit of cohesiveness at national level is very weak, when compared with ethnic sense of belonging, hence to achieve the goal of building a united viable and prosperous Nigeria, the school curriculum become the bedrock on which national unity was to be established. Nigeria is a multiethnic plural society comprising over 250 different ethnic groups, 3 main ethnic groups make up the majority of the population and they are the most politically influential.

The school through the study of social studies should help students mediate between their home culture and school culture owing to the controversy with which religious issues are treated, social studies teachers should approach religious related topics with naturalistic and objectivity they should be analytical and impartial in approaching such issues this will not only encourage the students to emulate such but the general public as a whole.

The effect of these socio-cultural practices to social studies teaching and learning is that social studies students are positive recipients of teacher's knowledge, they neither ask question in class or their communities nor contribute or exchange ideas with teachers and fellow students, social studies cannot thrive in a learning environment where

adventurism, exploration curiosity, participation, inventiveness, independent thinking, investigation or inquiry and creativity are tabooed (Denga, 2012).

However, many studies have been carried out on cultural variable that promotes the teaching and learning of social studies, but little or no emphasis have been made on those socio-cultural factors in Nigeria that inhibit it, therefore, the thrust of this research work has looked into these influences of socio-cultural factors on the performance of students in social studies in Upper Basic Schools of Federal Capital Territory (FCT)- Abuja, by looking at the family income, parental educational background of the students together with cultural and religious beliefs in Nigeria heterogeneous society.

1.2 Statement of the Problems

A lot of difficulties are being faced by students in learning Social Studies in Upper Basic Schools of F.C.T-Abuja. The real causes of the problems are not known. Despite the efforts of government and curriculum planners towards controlling some socio-cultural practices like early pregnancies and marriage which constrain schooling, parents not taken strict measures against their children dodging school attendance, alcohol abuse among parents discouraging their children from studying hard in order to have poor performance, Also parents and students unfavorable attitudes towards education, poverty of parents who use the children as laborers and allowed their daughters to be married early instead of ensuring them go to school and complete secondary education still persist, therefore, whether any of those probable factors has influence on the academic performance of students in social studies is not known, even if some or all of them may be applicable the extent to which they do so is not known since no research has been carried out in the area to determine the extent, therefore, the aim of this research is to

assess the influence of those socio-cultural factors on the performance of students in social studies in Upper Basic Schools of F.C.T-Abuja.

1.3 Objectives of the Study

The objectives of the study are to.

1. determines the influence of religious beliefs on the performance of upper basic Students in social studies in Federal Capital Territory, Abuja.
2. assess the influence of cultural beliefs on the performance of upper basic students in social studies in FCT –Abuja.
3. examine the influence of parental educational background on the performance of upper basic students in social studies in FCT- Abuja.
4. determine the influence of family income on the performance of upper basic students in social studies in FCT –Abuja.

1.4 Research Questions

The following research questions were raised to guide the conduct of this study.

1. what is the influence of the religious beliefs on the performance of upper basic students in social studies in FCT-Abuja?
2. what is the influence of cultural beliefs on the performance of Upper Basic Students in Social Studies in FCT- Abuja?
3. to what extent does the influence of parental educational background affect the performance of upper basic students in social studies in FCT- Abuja?
4. what is the influence of family income on the performance of upper basic students in social studies in FCT- Abuja?

1.5 Hypotheses

The following hypotheses guided researcher in the study.

HO₁: There is no significant influence on the religious beliefs and performance of upper basic students in social studies in Federal Capital Territory, Abuja.

HO₂: There is no significant influence on cultural beliefs and the performance of upper basic students in social studies in FCT –Abuja.

HO₃: There is no significant influence on the parental educational background on the performance of upper basic students in social studies in FCT- Abuja.

HO₄: There is no significant influence on family income and the performance of upper basic students in social studies in FCT –Abuja.

1.6 Significance of the Study

The findings of this research work will be useful to the following education stakeholders such as. Teachers, learners of social studies, parent teachers association (P.T.A.), educational administrators and policy makers and curriculum planners.

The teachers, parents and learners of social studies will benefit and have access to this work at completion by asking the school principals to organize a parent teachers association (PTA) meeting to enable the researcher presents the significance findings obtained from the research work and finally publish them as journals on internet and make the copies available in the school libraries.

The studies will provide the educational administrators and policy-makers with a significant information regarding the extent social studies education is employed as a curricular instrument in creating the effective Nigeria citizen as envisaged in the national

policy on education (2014) as Nigeria is expected to operate on demographic principle, it cannot afford to be at variance with the values and norms build into democratic existence.

It is therefore, important that Nigeria educational administrators, planers and policy-makers gain some knowledge as to whether they are succeeding in their curriculum design in using social studies education in producing prospective student- educators of social studies from the public and private junior secondary schools in FCT who will also be committed to laying the necessary foundations for achieving the values and virtues of effective citizenship in Nigeria. The educational administrators and policy makers will have access to this research work by organizing seminal for paper presentation, inviting them for listening.

This study will help in promoting national unity through interactive social relationship among citizens in sports and art cultural activities; it will also encourage the spirit of nationalism and patriotisms among the youths and peace-loving Nigeria. The study will also help in showcasing the rich cultural heritage of Nigeria and by sensitizing the message of inter-relationship in a diverse multi-ethnic society.

This study at completion will be of great significance to curriculum experts in social studies to appreciate the need towards a review of the curriculum all the time, curriculum that is review regularly will help improve the educational standard of the study area since the societal needs are always the primary concern, it can equally bring about the drawing out of a realistic and achievable objectives and content of social studies curriculum in the study area, and relevant to the learners. Authors and publishers certainly will be

motivated to see the need to produce, supply relevant and related text books in social studies which the learners know because they are conversant with the environment.

This study also at completion will be of great significance to the Federal Government through their various organs, parastatals such as Nigeria Educational Research and Development Council (NERDC). This organization publishes and updates people and educational bodies with relevant educational issues. In doing this, the changes as a result of this research work can be effectively disseminated and will eventually bring about the changes required. Both curriculum planners and Federal Government will have access to this research work by organizing seminar for paper presentation and make the copies available on internet.

1.7 Scope of the Study

This study is delimited to Upper Basic Schools in Federal Capital Territory (F.C. T). Abuja, the main concern is on the performance of Students in Social Studies, and specifically this study will assess the socio-cultural factors on the performance of Student in Social Studies in Upper Basic Schools of Federal Capital Territory Abuja. The study will therefore, focuses on the basic issues like religious beliefs, cultural beliefs, parental educational background and the family income of students. The study covered the six-area council of Federal Capital Territory Abuja, where each Area Council represents its educational zone. The research captured five educational zones, Abaji, Kwali, Bwari, Kuje and Abuja Municipal Area Council (A.M.A.C) educational zone. The study involved only students of Social Studies in Upper Basic two.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

Chapter two which deals with the review of related literature will dwell around the following sub-headings, conceptual frame work and theoretical frame work, concept of socio-cultural, concept of social studies, aims and objectives of social studies in Nigeria.

2.2 Conceptual Frame Work

The researcher has under the sub-heading discuss the various concepts of the research variables.

2.2.1 Basic Concepts of Social Learning

Social learning is the process of acquiring new behaviour through observing and imitating others (Bandura, 1977) in Bank (2013). That learning is a cognitive process which takes place in a social context and can occur purely through observation or direct instruction. Observational learning, This is where an individual learns through imitating behaviors which he/she has observed in other people. Bandura explains this in his “Bobo doll” studies. He demonstrated that children learn and imitate behaviors they have observed in other people. The children in this study observed an adult acting violently towards a Bobo doll. When the children were latter allowed to play in a room with bobo doll, they began to imitate the aggressive actions they had previously observed. Bandura identified three models of observational learning.

Live models, verbal instructional models and symbolic models live models involve an actual individual demonstrating or acting out a behavior. Verbal instructional models involve descriptions and explanations of behaviour. Symbolic models involve real or

fictional characters displaying behaviour in books, films, televisions programs or any media. On receiving the behavior through any of the means named, the observer demonstrates or imitates the observed behavior. This shows that learning has taken place.

Intrinsic reinforcement: This spells the importance of mental states in learning. Bandura noted that external environmental reinforcement was not the only factor to influence learning and behavior. He described intrinsic reinforcement as a form of internal reward such as pride, satisfaction and sense of accomplishment. This implies what a person experiences inside contributes a lot in his/ her learning. If the person feels satisfied and proud, he/she will learn with ease since there is intrinsic motivation above the environment (Mundi, 2014).

Modeling process: The fact that somebody has observed a certain behavior does not mean that learning has taken place. There are factors which involves both the model and the learner that determine the success of social learning. For observational learning and modeling process to be successful, certain conditions are necessary:

Attention: For learning to take place, one needs to be paying attention. Anything that distracts the person's attention is going to have a negative effect on observational learning. If the model is interesting, the learner is likely to dedicate his/her full attention to learning. Various factors increase or decrease the amount of attention paid. These include distinctiveness, affective valence, and prevalence complexity, among others.

Retention: This is the ability to store information. A learner can only remember what he pays attention to. Retention comes from symbolic coding, mental images, cognitive

organization, symbolic rehearsal or mortar rehearsal. Learning will be seen if the learner is able to pull up the information later and act on it.

Reproduction: This is the actual performance of the observed behaviour after paying attention and retention. If the behavior is practiced further, it leads to improvement and skill advancement. Motivation: This involves rewards and punishments. They ensure that the learner dedicates himself/herself towards imitation of the modeled behavior (Bandura, 1977) in Ebong (2011).

Social learning is learning through the observation of other people behavior .it is a process of a social change in which people learn from each other in ways that can benefit wider social-ecological system. Different social context allows individual to pick up new behaviors by observing what people are doing within that environment. Social learning and social pedagogy emphasize the dynamic interaction between people and environment in the construction of meaning and identity, the process of learning a new behavior start by observing a new behavior taking the information in and finally adopting that behavior, example of environmental context that promote social learning are school, media, family members and school. Bandura (1977) in Western, I.D (2015) states: that, If learning is considered as social then it must.

- demonstrate that a change in understanding has taken place in the individual involved,
- demonstrate that this change goes beyond the individual and become situated within wider social units or communities of practice,
- occur through social interaction and processes between actors within a social network.

2.2.2 Social Contexts of Development

The social contexts in which children live have important influences on their development, we will explore three of the contexts in which children spent much of their time; families, peers, and schools.

Families, children grow up in diverse families, some parent nature and support their children's, others treat harshly or ignore them, some children have experienced their divorce, others live their entire childhood in a never-divorced family, others live in a stepfamily, some children's mothers and fathers work full-time and place in after school programs, other children's mothers or fathers are present when they come home from school, some children grow up in an ethnically uniform neighborhood, others in a neighborhood that is more mixed, some children family lives in poverty, others are economically advantaged, some children's have siblings, others don't, these varying circumstances affect children's development and influence students in and beyond the classroom (Cowan & Crown, 2011).

Parenting styles; the parenting styles comes in four main forms.

(1) Authoritarian parenting, this is restrictive and punitive, authoritarian parent exhort children to follow their direction and respect them, they firm limits and controls on their children and allow little verbal exchange, for example, an authoritarian might say, 'Do it my way or else. There will be no discussion 'children of authoritarian parents often behave in socially incompetent ways, they tend to be anxious about social comparison, fail to initiate activity, and have poor communication skills.

(2) Authoritative parenting, this encourages children to be independent but still places limits and controls on their actions, extensive verbal give-and-take is allowed and parents are nurturing and supportive, an authoritative parent might put his or her arm on the child's shoulder in a comforting way and say 'you know you should not have done that. Let's talk about how you can handle the situation differently the next time, children whose parents are authoritative often behave socially competent ways, they tend to be well-reliant, delay gratification, get along with their peers, and show high self-esteem.

(3) Neglectful parenting, this is a parenting style in which parents are uninvolved in their children's lives, when their offspring are adolescents or perhaps even young children, these parents cannot answer the question "is it 10 p.m. do you know where your child is?" children of neglectful parents develop the sense that other aspects of their parents' lives are more important than they are, children of neglectful parents often behave in socially incompetent ways, they tend to have poor self-control.

(4) Indulgent parenting, this is a parenting style in which parents are highly involved with children but place few limits or restrictions on their behaviors, these parents often let their children do what they want and get their way because they believe the combination of nurturing support and lack of restraints will produce a creative, confident child. The result is that these children usually don't learn to control their own behavior. These parents do not consider for development of the whole child.

The Changing Family in a Changing Society, the increasing numbers of children are being raised in divorced families, stepparent families, and families in which the mother

works outside the home, as divorce has become epidemic, a staggering number of children have been growing up in single-parent families (Hetherington, 2010).

Children of Divorced Parents, the effects of divorce on children are complex, depending on such factors as the age of the child, strengths and weakness of the child at the time of the divorce, the type of custody involved, socio-economic status, and post-divorce family functioning (Isabella, 2010). The use of support systems (relatives, friends, housekeepers), an ongoing positive relationship between the custodial parent and the ex-spouse, being able to meet financial needs, and quality schooling help children adjust to the stressful circumstances of divorce, (Cos & Harter, 2011). Hetherington and Kelly (2012) research and documents the importance of schools when children grow up in a divorced family, throughout elementary school, children in divorced families had the highest achievement and fewer problems when both the parenting environment and the school environment were authoritative, in the divorced families, when only one parent was authoritative, an authoritative school improved the child adjustment, the most negative parenting environment occur when neither parent was authoritative, the most negative school environment was chaotic and neglecting. In response to the high divorce rate, the state of Florida passed a law requiring that all high school students be taught marital and relationship skills (Peterson, 2010). Many schools teach some forms of family life course, but marriage and family experts believe such courses needs upgrading to include the latest research and communication skills, the factors most likely to cause divorce, strategies for conflict resolution, and family problem-solving techniques (Gottman, 2011).

Ethnic and Socioeconomic Variations in Families, families in different ethnic groups vary in their size, structures, and education (Coll & Pachter, 2012). Large and extended families are more common among some minority groups than among the general population, (McAdoo, 2013). However, many impoverished ethnic minority families manage to find ways to raise competent children, some aspect of home life can help to protect ethnic minority children from injustice, the community and the family can filter out destructive racist messages, and parent can present alternatives frames of reference to counter negative messages, the extended family also can serve as an important buffer to stress (Waksching & Chase, 2011).

Peer, in addition to families and teachers, peers also play powerful roles in children development, just what are peers? In the context of child development peers are children of about the same age or maturity level, same age peer interactions play a unique role, age grading would occur even if schools were not age graded and children were left alone to determine the composition of their own societies, one of the most important functions of the peer group is to provide a source of information and comparison about the world outside of the family. Good peer relations might be necessary for normal development, (Howes & Tonyan, 2013). Social isolation, or the inability to “plug into a social network, is linked with many problems and disorders, regaining from delinquency and problem drinking to depression (Kupersmidt & Coie, 2010). In one study poor peer relation in child hood were associated with dropping out of school and delinquent behavior in adolescence (Roff, Sell & Golden, 2012). In another study, harmonious peers’ relation in adolescence were related to positive mental health at midlife (Hightower, 2010).

Peer Statuses, Developmentalists have pinpointed four types of peer status; popular children, neglected children, rejected children, and controversial children (Rubin, Bukowsk & Parker, 2010). Many children worry about whether or not they are popular, Popular children are frequently nominated as a best friend and are rarely disliked by their peers, popular children give out reinforcements, listen carefully, maintains open lines of communications with peers, are happy act like themselves, show enthusiasms and concern for others, and are self-confident without being conceited (Hartup, 2012).

Neglected children are infrequently nominated as a best friend but are not disliked by their peers, rejected children are infrequently nominated as someone's best friend and often actively disliked by their peers, Controversial children are frequently nominated both as someone best friend and as being disliked, rejected children often have more serious adjustment problems than do neglected children (Buhs & Ladd, 2011). The most important factor in predicting whether rejected children would engage in delinquent behavior or drop out of secondary school was aggression toward peers in elementary school, Aggression, impulsiveness, and disruptiveness, characterize the majority of rejected children, although 10 to 20 percent of rejected children are actually shy.

Teaching strategies for improving students' social skills, the following are some good strategies for improving students' social skills (Malik & Fuurman, 2012). Help rejected children learn to listen to peers and "hear what they say" instead of trying to dominate peers, however, socially rejected young adolescents were coached on the importance of showing behaviors (such as having better empathy, listening carefully, and improving communication skills). That would improve their chance of being liked by others.

Helped neglected children attract attention from peers in positive ways and hold their attention, they can do this by asking questions, listening in a warm and friendly way, and saying things about themselves that relate to the peer's interest, also work with neglected children on entering groups more effectively. Iii Provide children low in social skills with knowledge about how to improve these skills.

2.2.3 Social Factors Affecting Academic Performance

Following all efforts of the government towards poor academic performance in social studies in Federal Capital Territory (F.C.T) Abuja, besides cultural factors, still more policies and actions need now to be directed at ensuring the students complete a full course of Upper Basic schools in addition to safeguarding standards. In a nutshell, these challenges call for stepping up efforts to be directed at addressing causes that keep students out of school after enrolment; such causes may be labour demands, early pregnancies and inability of many parents to meet some costs. Some are like addressing quality of service delivery (ensuring availability adequate quality teachers, textbooks and other learning materials and enabling teaching and learning environment (URT, 2010). If parents actively participate in all academic requirements of their children, the situation will be healed and the performance will eventually be better. The listed above are some of social factors for poor academic performance of students in social studies in F.C.T- Abuja. However, these are not sole factors, there are also polygamous habit, over alcoholism, over-reproduction and mutual social relationship.

2.2.4 Poverty

It is observed that there is a high risk of academic underachievement for children who are from low-income housing circumstances. This often is a process that begins in primary schools for some less fortunate children. In the Nigeria educational system, these children are at a higher risk than other children for retention in their grades, special placements during the school's hours and even not completing their junior secondary school education. There are indeed many explanations for why students tend to drop out of school. For children with low resources, the risk factors are similar to excuses such as juvenile delinquency rates, higher levels of teenage pregnancies, and the economic dependency upon their low-income parent or parents. Families and society who submit low levels of the education and development of less fortunate children end up with less favorable results for the children who see a life of parental employment reduction and low wages. Higher rates of early with all the connected risks to family, health and well-being are majority important issues to address since education from junior secondary school to high school are both identifiably meaningful in a life (Isangedighi, 2014).

Poverty often drastically affects student's success in school. A child's "home activities, preferences, mannerisms" must align with the world and in the cases that they do not these students are at a disadvantage in the school and most importantly the classroom. Therefore, it is safe to state that children who live at or below the poverty level will have far less success educationally than children who live above the poverty line. Poor children have a great deal less healthcare and this ultimately results in many absences from the academic year. Additionally, poor children are much more likely to suffer from hunger, fatigue, irritability, headaches, ear infections, flu, and colds. These illnesses

could potentially restrict a child or student's focus and concentration. Poverty: The United States Department of Education (2012) found in a study that the relationship between poverty and students' performance is not simple and direct. It concluded that poverty is an important factor accounting for differences in performance and achievement across rural, sub-urban and urban districts.

However, the study concluded that poverty alone does not account for all the differences in the performance of the students. Bobonis (2010) opined that poverty has elastic effects on children academic works as they lack enough resources and funds to sponsor their education and good school, good housing facilities and medical care and social welfare services. Poverty of the parents has made education and learning impossible for children especially disabled children in the rural areas (NSGRP, 2011). He lamented that poverty has further caused other problems, such as disease, frustration, poor performance, and psychological problems and so on. Ipaye (2012) in the same vein reiterated the effects of poverty of the parents on the Nigerian child. According to him, poverty syndrome imposed by economic crunch, maladministration, corruption and emergency closure of firms has imposed hardship among parents/workers. They in turn have not been able to provide adequately for the basic functional, social and academic needs of the students. Many students have thus abandoned school to engage in commercial sex or child Labour to make ends meet to support self and others. By this, they spend much time on these acts than schooling; this has terrible effects on their academic performance in their schoolwork and public examination.

2.2.5 Cost Sharing and Academic Performance

Diverging from poverty, there is also the issue of cost sharing. The parental-government cost sharing has produced reasonable number of junior secondary school students in Nigeria it has ever witnessed in the recent years. Junior secondary school students are so many as compared to the senior secondary school students. The considerable large number of students in Nigeria may be due to parents-government cost sharing. Where cost met by parents is lower, there is more enrolment of students for example in Nigeria before the formation of universal basic education (U.B.E) in 1999, there were very few junior secondary school students, However, in recent years the number has doubled and even increasing three times in some places compared to that before the reforms of 1999, The aim was to maximize enrolment and academic performance, but in most schools academic performance is going down. For example, in federal capital territory (F.C.T), many of the examinees failed basic education certificate examination (B.E.C.E) in 2009. This situation may be called upon due to residential status of pupils. Few of them inhabit in luxurious and comfortable houses while some in poor houses (URT, 2010).

2.2.6 Residential Status of Some of the Students

A reasonable number of students in federal capital territory (F.C.T) attend junior secondary schools by go and return, in the morning they leave for schools and in the evening, they are back home. This present system of studying is opposite to that of British colonial era whereby all students had to be at the same place to have common share of facilities. Currently, some students live at home. Therefore, those students living at home are more likely to be victims of poor performance academically as compared to those living at school compounds and comfortable places. Sometimes a child has no

family support and care; this may be extremely dangerous whereas; some of trainees find themselves to be living in streets. These children are normally moving unprotected around the big cities and towns in Nigeria to endanger their lives and general academic performance (UNICEF, 2010). With it, many of children seem to face environmental problems wherever, they may live if unchecked and uncontrolled by society.

2.2.7 Environmental Challenges

Nigeria children live in an environment that is very different from that of their counterparts in the developed world. This is one of the challenges facing some Nigeria students when pursuing their studies. Understanding this view is very important provided that we learn and understand our children in the surroundings which we make our activities. The general socio-economic situation in inclusively, the majority of children in the continent experiences some tremendous hardships especially when taking on their studies. Most of them are not guaranteed to the right of proper education; they are not regulated in their studies which causes poor performance (Mazid, 2013).

Performing poorer, has its implication that, one misses the rights to proper and helpful education. Some of the parents are exposing their children to early responsibilities such as caring for young siblings, fetching firewood or working in farms and protecting houses Marope (2011) Parents and guardians are the ones to assist a child to have good and attractive performance in academics. Proper care and regulation are left in the hands of parents the society at large, academic performance will be a sole problem and the recipient will continue suffering as if they were born to suffer, if there would be no external and internal interventions to respond on the environmental challenges for our growing nation.

2.2.8 Response to Environmental Challenges

The entire challenges reported regarding to academic performance is being treated at local and international levels. There are some responsibilities which must be met to improve the global academic performance. We must sensitize and involve all students, parents and school staff in respect of the roles they can play in maximizing academic performance and improve lives of the respective society through better education. We also have to oversee the day-to-day affairs of the schools which may probably be the motivation or hindrance for academic performance, working together with the college principals and other teachers to prepare a systematized teaching plans and how to handle our students at schools and assist them to study especially when they are at home and put a link between parents, management and communicate educational information to schools and homes (Hernes, 2011).

2.2.9 Other Related Factors for Academic Performance

Home background according to Programmed International Student Assessment (2013) Influences academic and educational success of students and schoolwork, while socioeconomic status reinforces the activities and functioning of the teachers and students. From the above, it is revealed that the quality of parents and home background of a student goes a long way to predict the quality and regularity of the satisfaction and provision of a student's functional survival and academic needs. Poor parental care with gross deprivation of social and economic needs of a child, usually yield poor academic performance of the child. On the other hand, where a child suffers parental and material deprivation and care due to divorce or death, or absconding of one of the parents, the child's schooling may be affected as the mother alone may not be financially buoyant to

pay school contributions, purchase books and uniforms, such student may play truant, thus his performances in school may be adversely affected (Shittu, 2010). Likewise, good parenting supported by strong economic home background could enhance strong academic performance of the child. This further predicts academic performance where the child is properly counseled in the choice of his/her courses and vocation that matches his mental ability, interest and capability whereas the children to the care of the illiterate mothers will find themselves roaming about the street laboring to make ends meet.

Ebong (2011) said that street hawking among young school students have psychologically imposed other problems, like sex networking behavior, juvenile delinquent behavior, which takes much of the student school time that necessitated the poor performance and drop out syndrome noticed among pupils. Nevertheless, they also lamented that the maternal and paternal deprivation of the essential needs of the young students have prompted their poor performance in National examination. Learning environment that is free of barriers, or obstacles or distractions such as noise, gas/smoke pollutions and so on can constitute health hazards, which in turn affect or reduce students' concentration or perceptual or conceptual focus to learning (Sprint & Hall, 2013). Markets and garages located near school have always posed a threat to students. Noise and pollution from these sources have always endangered students' life and concentration. Therefore, for an effective learning and high academic performance, schools in both rural and sub-urban and urban areas should be located off zones, characterized with smoke/gas pollutions, market centers or garages, as conducive learning environments stimulate learning, understanding and high perception.

Other factors according to Danesy (2011) complimenting environmental and socioeconomic factors to produce high academic achievements and performance include good teaching, counseling, good administration, good seating arrangement and good building. Dilapidating buildings, lacking mental stimulating facilities that are characterized with low or no seating arrangement will also be destructive. Danesy however, lamented that the innovative environment does stimulate head start learning and mental perception, not only that, it has also been proved that students that come from simulative environment with laboratory equipment or those that are taught with rich instructional aids, pictures and allowed to demonstrate using their functional peripheral nerves like, eyes, hands and sense of taste performed better than those trained under theoretical and canopy of abstraction. Thus, teaching and learning should be done under organized, planned, and fortified environment with learning instructional aides to stimulate students' sense of conception, perception and concentration to facilitate systematic understanding and acquisition of knowledge in them. In sum, a combination of a healthy family background living in good environment plus the child being educated in a conducive environment with a fortified learning or instructional aids or motivational incentives will prompt academic performance and lack of it will retard academic performance. Government Policies: Inconsistent government policies in the past and present have caused a fallen standard in academic performance of school students. For instance, the politicization of education by some political parties in Nigeria such as the ruling party and the greatest oppositional parties A.P.C, P.D.P, to mention a few, in order to make people literate politicized the educational system by giving automatic promotion

to students in Upper Basic schools as declared and proposed in their referendum 2010-2015.

The bandwagon promotions declared by political parties have produced unqualified students to final classes, like the certificate class in ordinary and advanced level classes, hence recording, thousands of students failing such examinations. Such students now constitute the group of nuisances roaming about our major streets as hawkers of goods in our major cities or housebreakers or robbers in urban centers (Jimoh, 2014). He also expressed his opinions on lack of funds, materials and priority attention being paid to us schools and education of our students with disabilities in the past constituted reasons for their poor academic performance. According to him, the combinations of poverty and disability in the life of secondary school students have imposed serious hardship and other devastating psychological effects on the students in schools.

2.2.10 Academic Performance

Education is the best legacy a nation can give to citizens especially the children and youth. This is because the development of any nation or community depends largely on the quality of education of such a nation. It is generally believed that the basis for any true development must commence with the development of human resources. Much then is said that formal education remains the vehicle for social-economic development and social mobilization in any society. Nigeria like any other developing nations has witnessed a number of national challenges like ignorance, poverty and diseases which necessitated the promulgation of decrees, edicts and laws concerning educational practices at its mainland and Island regions, state and local government levels. These problems cause the inconsistent of government, de-emphasized the continuity in the

implementation of educational laws and policies since 1960's till the present time. This gradually laid the foundation of fallen standards in education at the junior secondary school levels (Shittu, 2012). Frequent changes of ministers and commissioners' directors of education by successive governments with the politicization of education by political parties that emerged in the country's political scene since 1999's have also brought about disparity in educational practices, which caused differential academic performance and classroom functioning of both teachers and students, from place to place. According to Olotu (2011) in the quest of finding survival feet, the nation has evolved series of socio-economic and educational measures and policies such as Universal Primary Education (UPE) and Universal Basic Education (UBE). These measures have not improved the social economic and educational status of families in the country. They have rather increased their sufferings and widened the socio-economic gap between families.

Johnson (2014) said that parents become poor due to these hard measures, such that they can no longer provide adequately for good education of their children. Also, they can no longer provide shelter, clothing and special need of their children in school (such as provision of text books, school uniforms and good medical care and so on). High level of illiteracy, poverty and low socio-economic status coupled with high rate of paternal and maternal deprivation of student academic needs, which was necessitated by poor socioeconomic situation of the country has thrown many farmers and old rural dwellers into untold financial problems such as poverty, lack of money to purchase necessary textbooks and working materials for their kids. Also, many rural and suburban dwellers can no longer pay the school contributions for their children. These ugly situations have promoted young school students to drop out of school to engage in subsistence farming

and become housemaids or engage in other manual jobs to support their academic pursuit. Hence, many pupils have since taken schooling as a secondary assignment and school attendance on rotational basis. The resultant problem posed by this, is poor academic performance in school examinations and National Examination. The system has caused huge problems to parents, governments, political parties and stakeholders in education.

2.2.11 Transition From Upper Basic School to Senior Secondary School

Admission to senior secondary school is based on performance at the junior secondary School Leaving Examination (Torto, 2012). All subjects in junior secondary schools in Nigeria are compulsory through which a child is chosen for senior secondary education. However, there are five compulsory subjects at the Upper Basic education, Mathematics, English language and civic education, being included. If the school is science based, the students are also required to take basic science, basic technology, computer and physical and health education. Before entry into senior secondary one (S.S.1) students are advised mainly by teachers and based on their performance on selection of subjects in the Arts or Sciences. At the advanced levels of secondary studies, it is a requirement for Science and Commercial students to take Basic Applied Mathematics. Continuation of Secondary schools depends largely on junior secondary education performance. One whose performance does not allow entering senior secondary one studies is considered as a failure (URT, 2010).

2.3 Ways in Which Some Socio-Cultural Factors Affect Academic Performance

Socio-cultural factors are common phenomena for girls and to a lesser extent to boys at schools. Government, NGOs and other stakeholders have made serious efforts to minimize the problem, but still the challenges are unsolved and yet pupils achieve less in their studies than expected (Mazonde, 2015). There are various ways through which some Socio-Cultural Factors Affect Academic Performance in Federal Capital Territory (F.C.T) Nigeria as a whole.

Girls are as Mothers and Wives

This traditional belief still prevails in society. Hence the attitude that it is more beneficial to formally educate a boy than a girl hence girls only need to be educated and trained in house chores to prepare them for marriage still persists. Girls are denied from the rights to education hence get married as early as possible.

Attitude of Community to some Subjects

Society generally believes that science subjects are difficult and a boy's domain. Since all subjects are compulsory in junior secondary schools, girls have no alternative but to participate in class. However, concentration is poor their participation and performance is low in sciences. This affects the grades in all subjects and determines the ability to continue and perform well in those respective subjects in senior secondary school.

Parental Education

Most parents are aware of the benefits of sending their children to school. However, when situations arise which prevent them from educating all their children, girls are usually the ones who are not enrolled and when there is no immediate benefit for such

education, boys also are pulled out for farm work or income generating activities like trade, fishing and housebreakers at night.

Household Chores

There is a greater need for girls' rather than boys' labour at home, it is observed. Many parents keep their daughters at home whenever there are some chores (cooking, selling, farming, taking care of other siblings or sick members of the family, laundry) to do.

Early Marriage

In some communities, religious and traditional norms dictate that girls are to be married at a certain age and when they are still in school with no prospects of marriage when they mature, it puts the family in disgrace. The girls are therefore pulled out of school as soon as they reach maturity to prepare them for marriage. Some men do not like very educated wives who may challenge their authority. When such men, especially the rich, want to marry a girl, the parents prefer to pull her out of school since marriage would also solve some of the family's financial problems (Manali, 2014).

Cultural Practices

Cultural practices in some societies require the girl staying out of school temporarily or permanently and interfere with her education. Some of these traditions require drastic measures on the girl e.g. mutilation of sexual organs, and on occasion, the decision to discontinue school after such a traumatic experience is made by the girl.

Pregnancy

Girls who become sexually active during their junior secondary education and become pregnant are usually expelled from school. Only a few of these girls return to school later

to continue with their education after giving birth. Still their academic trend will be affected because of long stay at home for maternity and nursing a new born baby.

Prostitution and Womanish

Mature girls and boys are often tempted by money and pleasure of their bodies and also, they are tempted by goods they receive from older men and women and slowly they turn to sexual and immoral conducts. Such behavior interferes with education because they do not see the need of continuing with schooling when they earn so much and also, they get sexual satisfaction from people they assume to have all powers for financial and sexual release. Girls of eleven to seventeen years are said to be much more affected by this situation. They believe more in someone they love than parents, they direct their efforts to affection and sexuality without questioning about future risks (Torto, 2010).

2.3.1 Concept of Culture

Culture refer to the behavior patterns, beliefs, and all other products of a particular group of people that are passed on from generation to generation, these product result from the interaction among groups of people and their environments over many years (Chun, Organista & Marin, 2011). According to Goodman (2012) culture comprises of the distinctive habits of a people that performs both a unifying and, more importantly, a directive role and that it involves the cultivation of a people towards a common end. The genus of culture can be derived from this: the distinctive habits of a given people. However, people have many different habits. Specifically, culture refers to those habits which bind a group of people together into a single group for a common end and this mark the specific difference.

2.3.2 Education and Culture

Culture dictates a number of things in an individual's life. This ranges from values, norms as well as economic activities of the society. In cases where cultural activities are highly regarded they have negative effect on formal education.

A survey carried by world vision (2010) in East Pokot and Baringo East districts in Rift valley show that challenges against girls' enrolment in the area are mainly FGM, early marriages as well as conflict between neighboring communities. All these activities are culturally oriented and they negatively affect education.

According to Equity News (2011) president Kibaki advised young people to avoid vices such as drug and substance abuse, HIV/AIDS, early marriages and child labor that negatively impact on their education if they are to take their rightful leadership role in the society. He urged them to remain focused and have a visionary attitude on what they want to achieve in life. However, culture also plays a major role in development of curriculum.

According to Shiundu and Omulando (2013) in planning and development of curriculum it is important to analyze the kind of knowledge, skills and competence those youths in society will need so that they can cope with tasks and roles in that society and the problems prevalent in the society for which education should provide an answer. In the sociological foundation, the curriculum designer actually deals with cultural values, societal needs and the learners' background. To a large extent, the institutions and forces that make up the culture and related analytical techniques determine the curriculum or program of education that schools will follow. The curriculum should also be able to

examine and clarify obstacles prevalent in society which make change in positive direction difficult so that the youth can understand how these obstacles originate as well as how they can be dealt with. Schools are agents of social growth, development and reform. They operate within the society and are maintained by the society. Universally, schools should play the roles of preservation and transmission of cultural heritage⁷, transformation of culture and as an instrument for individual development.

2.3.3 Cultural Factors and their Impact on Formal Education

Culture is passed from one generation to another. This implies that the parents view on education will highly determine their children view. World vision (2010) says that, once parents take up literally programs, they subsequently see the need and importance of their children's education. This is because the old generation has a lot of influence to the young generation. If they show value for formal education, the young generation too will continue with the same.

According to Kibiego (2010) failings in areas of responsibility, respect, manners etc. are more pronounced in conservative African society. He adds that parents and members of the immediate family are child's first teachers. It is they who mould the character of their children through word and deed. Therefore, effect of the society cannot be ignored when it comes to children attitude towards formal education. Peoples' way of life, including customary practices and economic sources, has a direct or indirect influence on formal education. A research conducted in Nigeria on factors affecting girls' education found that even communities which did not practice female circumcision as an initiation rite valued the girl child as an object for economic exchange. Such parents received cash value or animals as dowry in exchange for their daughters given for marriage. Thus, they

feared to send their girls to school because they would not come back home having been used to a different way of life. Furthermore, school girls were considered less submissive and obedient, more resistant to local patriarchal systems and more promiscuous (Mbilinyi, 2013). Their schooling was not seen as raising their bride wealth but instead lowered their exchange value. These attitudes and perceptions continue to influence girls' enrolment in some African communities today. Sichinga (2011) investigated the major cause of low enrolment of Yao children in Nigeria schools. The findings indicated the major causes as early marriages, domestic chores, poverty, lack of exposure, community's (such as Muslim culture) negative attitude towards education and lack of educated people serving as role models in society. He noted that socio-cultural beliefs influence decisions to withdraw children from school, thus impacting negatively on enrolment. Traditional initiation rites such as circumcision, payment of bride price and early marriages have been identified as some of the causes of dropping out of school and poor enrolment. There is evidence that children who have undergone circumcision or betrothed often undergo attitudinal changes and reject formal education, perceiving themselves to be adults and schools are meant for children.

They begin to have a place among the adults, learning how to care for the extended family. According to Kihumba (2010) the dropout rate of boys in F.C.T is alarming. The reason given for the high rate is the „lucrative miraa business “ this is because boys are used to harvest miraa from the trees. At the young age, they are light-bodied and cannot break the fragile miraa tree branches when they climb. As they gain weight and height, the study continues, they graduate from climbing up trees in the harvesting process to

wrapping the miraa leaves and twigs and packing in gunny bags before loading into vehicles.

2.3.4 Socio-economic Factors and their Impact on Formal Education

In Nigeria most of the areas have their economic activities, such as rice farming, groundnut farming, fishing etc. These economic activities should not be allowed to interfere with day to day running of formal education. Formal education trains a person how to be even good managers. It is the culture of the people which is to blame for involving school going children in their economic activities. The fact that children can earn money does not mean that they should not go to school. Kinyanjui (2012) also found that in Nigeria, the policy of sharing schooling costs with parents has a negative impact on girls' education. He asserts that economic constraints in sub-Saharan Africa have particularly damaging effects on the education and enrolment prospect. Poverty assessment showed a strong correlation between junior secondary school attendance and household poverty levels. In most cases, children suffered the consequences of financial constraints of a family. Mbilinyi (2011) undertook a study which attempted to clarify attitudinal and socio-economic factors acting as barriers to education in Nigeria the study revealed that 47% of rural and 77% of urban respondents saw cost of education as one of the reasons for not sending children to school. About 25% of rural respondents asserted that domestic chores were the other reason.

A study by UNESCO in Senegal (2012) found out that, while education is the cornerstone for overcoming poverty, poverty keeps many children from gaining access to education. In Nigeria, Rajabu (2012) conducted a research to investigate the causes and effects of pregnancy among the Upper Basic school students education. The study

revealed that the problem of Upper Basic school pregnancy is associated with low income of parents. Many parents are unemployed, single or polygamous. Consequently, they are unable to fulfill students' needs such as uniforms, stationery and lunch. As a result, many young children fail to go to school. More seriously, youth in F.C.T district start sexual activity very early, hence early pregnancy and continuation of the poverty cycle. The researcher also found out that early pregnancy among girls has a negative impact on their secondary education as few are enrolled and hence gender disparity in higher education.

In the teacher's image (2010) the DEO Igembe agrees with this when he says that his office is working closely with provincial administration to sensitize community on the importance of ensuring that boys are retained in schools. This includes sensitizing leaders and parents on the need to stem dropout. If the attitudes of parents and the community leaders towards education changes, participation and retention in formal education will improve. Involving of children in economic activities is just but a culture. There are many other elements of culture which goes on in these societies and which also affects formal secondary education.

2.3.5 Nigeria Educational System

There is a premium on education in Nigeria. The Nigerian Government recognize it as a weapon against ignorance, and as a means of raising an enlightened, lively and industrious citizenry, and of producing a prosperous nation. The reactions of Nigerian citizens to western education differ according to whether they live in the north (which is predominantly Muslim) or the south (which is predominantly Christian). This has created an imbalance within the country where religious beliefs and cultural histories have

affected the acceptability of a western model of education within the country. It is in light of the above that the Nigerian educational system, which is aimed at the achievement of national goals, should be viewed (Mezioebi, 2013).

Like any other educational system, the Nigerian educational system is influenced, shaped and determined by a number of factors and circumstances. Firstly, there is the history. Nigeria was, until 1960, a colony of the British Empire. Secondly, there are political factors which determine the place of education in the priorities of the nation, the national goals of education, the process of decision-making and the pattern of administration. These include nomadic education (for nomads' and migrants) and Al-Majiri education for the street children. Thirdly, there is the economic factor which determines the supply of schools, attendance of pupils in school, the quality and quantity of equipment, transportation and roads, employment opportunities as well as the supply and quality of teachers. Fourthly, there is the social factor – the traditions and culture of the various peoples, their attitudes and religions, family life, occupations and leisure. Fifthly, there is the all-embracing factor of the environment. The physical features of the country, its population distribution, climatic conditions, its fauna and flora all affect and modify the educational system of the nation. Added to these are factors such as mass media, public opinion, external influences, or major events such as wars. The effect of all these factors and circumstances is that the Nigerian educational system can be characterized as one of gain and gain and loss. Additionally, parents, with their eyes on economic returns, have exerted their influence on the kind of education given in schools. It is because of the influence of all these forces that the Nigerian educational systems may rightly be described as the product of the democratic process but, ironically, this has worked against

the aims of the Social Studies curriculum to foster a national identity and national pride (Mezieobi, 2013).

2.4 The History of Social Studies in Nigeria

There are conflicting views among scholars in Nigeria as to when Social Studies made its first appearances in Nigerian schools. Ezeghen (2012) put the emergence of Social Studies in Nigerian schools in the early 1960s. Osakwe and Itedjere (2010) put it in the mid-1960s. Obebe (2010) put it in the late 1960s. Sofadekan (2010) was of the view that Social Studies was introduced in Nigeria in the colonial era with the establishment of church schools. Social Studies was embedded in the then religious curriculum. However, Mezieobi (2013) has stated that, the ascription of the origin of Social Studies to the colonial era is a fallacy. He argued that Social Studies had been in existence during pre-colonial rule and that, prior to that rule, goals, content, methodology and evaluative practices met the aspirations at tribe level.

2.4.1 Concept of Social Studies in Nigeria Education

Attempts have been made by many writers to define or rather describe Social Studies. However, there is no particular agreed definition as every attempt is based on individual beliefs about the role of Social Studies in society. For example, Adaralegbe (2010) argued that Social Studies is the study of how people live, what they do and how their life is affected by various things and social practices around them. Adaralegbe (2010) stated that Social Studies is the totality of experience a student goes through having been exposed to a course explaining the problems men and women encounter in chosen environments (historical, geographical, traditional, political, religious, economic, psychological, cultural, scientific and technological). Meanwhile, Makinde (2013)

claimed that Social Studies is a subject that attempts to study human beings in all their manifestations. However, Awoyemi and Ndagunnu (2010) claimed that Social Studies embraces those studies which are concerned with how people build a better life for themselves and their fellow human beings; how people deal with the problems of living together, how people change and are changed by their environment.

The Comparative Education Study and Adaptation Centre (CESAC, 2012). Defined Social Studies as a subject that is concerned with the way people live and interact with their social and physical environments and how science and technology help them to live well in those environments. CESAC went further to state the usefulness of Social Studies is enhanced when it is seen as a way of looking at society in order to understand social problems and thereby helps to seek a solution to them.

In contrast, Akinlaye (2013) defined Social Studies as the study of people and their environments which has an influence on them in one way or the other. In a similar outlook, Dubey and Barth (2012) defined Social Studies as that aspect of learning which deals with how to get on (get along) with one's environment, physical as well as human and how to develop those skills, knowledge, attitude and values that characterize a responsible and responsive citizen in a free society. On the other hand, Corbin and Akinlaye (2011) described Social Studies as studies involving human beings and their relationship with society, human behavior in groups, changes in human relationships and human conditions.

Similarly, Kissock (2010) stated that Social Studies is a programmed of study which a society uses to instill in students the knowledge, skills, attitude and action it considers

important concerning the relationships human beings have with each other, their world and themselves.

Aina, Adeyoyin, Obilo, and Ahmadu (2013) described Social Studies as a set of goals which describe how the concept of citizenship education is to be selected, organized and taught. In a similar manner, Adewuya (2014) claimed that Social Studies is an integration of experience and knowledge concerning human relations for the purpose of citizenship education. This view was also supported by Onyabe (2015) who argued that Social Studies is a field of study that deals with the integration of knowledge, experiences and the effective use of resources for the purpose of citizenship education.

Finally, Ogundare (2012) defined Social Studies as a study of problems of survival in an environment and how to find solutions to them, based upon the definitions described above, it is clear that 'Social Studies' has been faced with the task of carving a place for itself as an academic discipline. This is probably because Social Studies has been defined in many different ways while critics of the subject have argued that lack of a single definition is a major weakness of it as a school subject. It is important however, that critics of Social Studies should not forget that the problem of finding a single definition is not peculiar to Social Studies. Education, History, Geography, Sociology to mention but a few subjects also have more than one definition. In any case, agreement or lack of it should not diminish the status of the subject as long as the existing definitions are directly related to a common focus. In essence, Social Studies provide a way of looking at society in order to understand its structure and its problems and to look for ways of solving those problems. It can therefore be claimed that the concern of Social Studies is to provide students with knowledge of the history, geography, social and political institutions and

perhaps the psychological intricacies of daily existence in Nigeria. With the above facts in mind, it is little wonder that Social Studies cuts across such disciplines as Sociology, Anthropology, Political Science, Economics, Psychology, History and Geography. What distinguishes Social Studies from all these disciplines is its ability to extract some basic concepts that enable students to understand their fellow citizens holistically. Social Studies therefore seek to integrate knowledge from the various traditional disciplines mentioned earlier.

2.4.2 The Role of Social Studies in Nigeria

As earlier noted Nigeria is made up of diverse cultural groups with over 400 languages and dialects and these cultural groups live in different geographical locations. In order to promote peaceful co-existence among these groups there is need for integration (Ajayi, 2010). The majority of Nigerians generally identify with their cultural groups, their states and political parties and this causes frequent political problems. Hence, the role of Social Studies is to build a nation i.e. a single nation as endorsed and described in the National Education Policy. Integration is an attempt to bring together the various parts to form a whole (Jekayinfa, 2010). It could also be referred to as the aggregate of former independent and primordial groups or separate independent ethnic groups into larger and more diffused units which are now welded together and whose outlook now transcends that of ethnicity but reflect that of a nation-state (Fadeiye, 2010).

There are different forms of integration (Fadeiye, 2011). Socio-political integration for instance, involves economic and political development. The nation has to integrate its economic and political forces with the view to producing and promoting national survival. Cultural integration involves making all Nigerians identify with a national

ideology. Both social integration and cultural integration are necessary for national survival, while national integration could simply be described as an attempt to bring together the different potentials of the nation (human and natural resources) for the common goal. In other words, national integration is an aspect of nation building which includes the process of modernization in all aspects. National integration also involves a concern for political order, social and economic welfare. Hence, in order to promote peaceful co-existence among the cultural groups, there is a need for cultural integration with the view to promoting national integration.

A number of steps have been taken to promote unity among the various ethnic groups in Nigeria. This include the establishment of the National Youth Service Corps (NYSC), the establishment of a Joint Admission and Matriculation Board (JAMB), introduction of the federal quota system in the Nigerian constitution, establishment of federal institutions in some states of the federation, promotion of national sporting activities, inculcation of patriotism into Nigerian citizens through the introduction of schemes such as War Against Indiscipline (WAI), Mass Mobilization for Justice, Self-Reliance and Economic Recovery (MAMMSER), War Against Indiscipline and Corruption (WAIC) and more importantly the teaching of Social Studies in our schools. The National Youth Service Corps (NYSC) programmed which was launched in 1973 was designed for graduates of universities and polytechnics to take part in for one year. It was created in a bid to reconstruct, reconcile and rebuild the country after the Nigerian civil war. ‘Corp’ members are posted to other states apart from their state of origin, which will afford them the opportunity to mix with people from other tribes, social and family background, thus, they have the privilege to learn the culture of the indigenes in the place they are posted to

serve. The main aim of NYSC scheme is to help youths appreciate other ethnic groups (Marenin, 1979) in Adebayo (2012).

The federal quota system was introduced to address imbalances that existed in political appointments, distribution of social amenities, admission into institutions especially secondary schools and tertiary institutions, and in employment into civil service (Adamolekun, Erero & Adebayo, 2010) in Erhagbe, (2012). The Joint Admission and Matriculation Board was created as a central admission agency to streamline admission into Nigerian universities, so as to ensure equity in the admission of candidates into universities. This is in line with the United States of America which has a similar problem of diversity, and which has been making some level of adjustment to accommodate the disadvantaged minority groups in the admission process (Adeyemi, 2011).

JAMB based its admission criteria on merit, educationally disadvantaged areas or states, university discretion and catchment area (Ogunyemi, 2010). It is worthy to note that Social Studies has been part of the initiative of most of these steps that have been taken to foster national unity in Nigeria, especially in the schemes that were introduced to inculcate patriotism into the Nigerian citizen, schemes such as WAI, MAMMSER, WAIC (see previous page). The Social Studies curriculum is designed to accommodate the nitty-gritty of these schemes with the hope that it holds the key to success.

2.4.3 The Challenges of Social Studies

As noted above, Nigeria is culturally diverse (Akamere, 2001) in Mbeke-Ekanem (2012) see that as a result, ethnic loyalty rather than national loyalty is promoted among the various peoples of the country. Thus, the spirit of cohesiveness at the national level is very weak when compared with a sense of belonging that is grounded in tribal history. This is evidenced by the various ethnic and religious skirmishes that often occur. (Awolowo, 1947) in Paulley (2011) stated that: “Nigeria is not a nation; it is mere geographical expression. There are no ‘Nigerians’, in the same sense as there is ‘English’, or ‘Welsh’ or ‘French’. The word Nigerian is merely a distinctive appellation to distinguish those who live within the boundaries of Nigeria from those who do not” (Op cite: 2011). This implies that Nigeria’s creation in 1914 was ill-conceived and only exists on paper and that it is still far from being united as a country due to the diversity of cultural practices.

Iyamu (2012) corroborated the above assertion when he stated that: ‘the colonial ruler ship made no serious attempts at integrating the disparate primordial ethnic groups into a coherent political entity. Rather, realizing that each ethnic group was (and still is) a basic social unit commanding enormous political force, it chose to accentuate their ethno-cultural consciousness through its policy of ‘divide and rule’. The alien political institutions super imposed on the discordant ethnic units did not operate long enough before independence to pretend to catalyze movements towards national unity. It is, therefore, not surprising that after exhibiting some semblance of unity in order to rid themselves of the yoke of British colonial rule, the different nationalities later gave vent to inter-ethnic animosities and ethno-cultural grievances in the struggle for power in

Nigeria, resulting in several political crises each of which seriously threatened the country's corporate existence" (Ibid, 2013). Thus, no cultural group in Nigeria can satisfactorily and acceptably represent the other. In fact, every cultural group enjoys autonomy, identity and independence. The negative effect of these cultural diversities on Nigerian society is the problem of ethnocentrism leading to loss of lives and property.

Ethnocentrism is a view that sees one's own group as the Centre of everything and all others are scaled and rated with reference to it. Thus, the tendency is to take for granted the superiority of one's own culture above that of another. It is a universal human reaction found in all known societies with multi-cultural backgrounds. Ingiabana and Akikibofori (2010) described it as the cardinal sin of comparative method, a practice of studying and making judgments about other societies in terms of one's own cultural assumption or bias. It often suggests that the way something is done in other societies is inferior to the way it is done in one's own society. It is expressed, according to Horton and Hunt (2013) in phrases such as "chosen people", "progressive", "superior", "true believer" and by epithets like "foreign devils", "outcasts", "infidels", "heathens", "ghettoes", "barbarians", "savages", "undeveloped" and "third world". Ethnocentrism, therefore, often believe that their culture is best in all aspects even in the face of contradictory evidence. This state of affairs in the country negates the development of national consciousness and unity among the diverse people that make up the country. In other words, it does not give room for peaceful co-existence among the multi-cultural groups. Instead, it has led to domination, exploitation and subjugation of the so called "inferior" or "minority" groups by the supposedly superior and major ones and this has also bred conflict and confusion in society. Thus, ethno political/religious violence arises.

Inter and intra-ethnic and religious conflicts have continued unabated since the formation of the state of Nigeria.

(Akintoye, 1976) in Ofoeze (2010) traced the perennial and wide spread interethnic conflicts which have characterized the socio-political economic life of Nigerians to colonial rule. They stated further that the divisive and disintegrative colonial policies caused the 'embitterment' of inter-ethnic relations and escalation of the tension and antagonism among the ethnic groups. In this process, the possibility of emergence of a 'cohesive national political leadership' with a sense of national historic mission was nipped in the bud as the political elites were now factionalized along ethnic lines. This in turn led to the intensification of feelings of mutual suspicion, distrust and antagonism among the various ethnic political leaderships, especially as the colonial authorities played them against one another. Thus, rather than rightly seeing the colonial authorities as a common antagonist, each of the ethnic groups saw one another as the antagonist with each courting the assistance of the colonial authorities to undermine and supplant and possibly destroy one another. Hence, at the time of the physical departure of the colonial masters there was no Nigerian national political leadership with a common sense of national historic mission.

In the ensuing struggle for power and domination among the ethnic groups, the Hausa-Fulani ethnic group political leadership succeeded in winning the sympathy and support of the colonial authorities who, bearing in mind their long-term strategic neo-colonialist interests, manipulated the entire transitional political process, including the 1959 constituency delimitation exercise, the population census figures estimate and the sham election, in favor of the North and its leadership. All these not only implanted but also

nourished the seed of inter-ethnic conflict, animosity, hatred and tension. Instead of embarking on an effort at inter-ethnic reconciliation and national integration, they not only deployed the national power in a manner overly skewed to its own advantage in the authoritative value or resource distribution system but also to decapitate the other ethnic groups and enslave their members. (Dudley,1973) in Ofoeze (2010) in this way, the inter-ethnic conflict, tension, animosity and antagonism intensified and escalated to open violence and hostilities in which most modern assault rifles and other sophisticated weapon systems were, and are being used. The following are examples of some of the problems that Nigeria had faced and are still facing: i. Resource conflict like many oil-producing countries. Oyewusi (2011) noted that Nigeria has not been spared the agony of recurring violent conflicts associated with the management of her oil resource in the south-south geopolitical zone of the country.

2.4.4 Indigenous Social Studies in Nigeria

Indigenous or traditional Nigeria refers to the period before colonial rule. Mezieobi (2013) noted that Social Studies has been an integral part of the Nigerian indigenous curriculum right from the earliest times except for certain modifications to accommodate societal dynamics and international prescriptions. He further observed that what was borrowed was the concept of social studies as a discrete subject in the curricula of primary schools. According to Mezieobi and Reggie-Fubara (2010) state that some of the content of traditional Social Studies includes:

1. The learning of the people's local and family history, myths, oral literature, proverbs and riddles, and the geography of the community and the adjoining neighborhood.

2. Respect to elders, honesty and truthfulness, fear of the gods/goddesses, learning of family gods and goddesses.
3. Character, values and virtues development and inculcation which traditional religion encouraged and promoted.
4. Instruction on loyalty to the community, recognition of seniority, hospitality to people, cooperation in common tasks, respect for others. (Op cit, 2010).

Social Studies in indigenous Nigerian societies placed an emphasis on values or effective learning. Mezieobi, (2010) further stated that the affective learning focused on:

1. Appropriate ways to greet elders and during occasions.
2. Respect to elders, constituted authority and obedience to them.
3. Respect to one's seniors and mutual respect.
4. Loyalty to the family and the community.
5. Hospitality to people.
6. Learning the myths and traditions of the people and appreciating the values therein; (7) Avoidance of taboos.
7. Unquestioning acceptance of the dictates of the elders.
8. Familiarity with the people's culture, traditions; ethics, folklore and mores and manifest respect to them and conformity to them.
9. Acceptance of the community's beliefs, values and practices.
10. Acquisition of knowledge tied to 'special' education i.e. secret societies, divination.
11. Learning the virtues of cooperation, perseverance or endurance, self-control or self-discipline, truthfulness, loyalty, patience, obedience, courage, bravery,

kindness, dedication to duty, hard work or diligence, tolerance, love for others, fear of the gods and goddesses, mutual harmony and co-existence, and the recognition and pursuance of one's rights.

12. Knowledge of religious tenets, beliefs, practices as well as religious sanctions and knowledge of the consequences for violating them i.e. incurring the wrath of the gods. (Op cit, 2010).

2.4.5 Social Studies in the Colonial Era

Social Studies in the formal school setting can be traced to the arrival of Christian missionaries in 1842 and the consequent establishment of the first primary school in Badagry (Mezieobi et al., 2010). The colonial curriculum at the time contained aspects of what we now know as Social Studies. For example, it was subsumed within the moral or religious curriculum and prepared Nigerians to be peace loving, respectful, obedient, humane, loyal, law-abiding, hardworking, conscientious and knowledgeable persons. Social Studies was also taught under the canopy of general knowledge, general studies, and civics education, British history, British geography, British politics, and British culture (Obebe, 2012).

In whatever form, Social Studies existed in the primary schools in the period before Nigerian's independence in 1960. However, Social Studies was culture bound and was not relevant to the needs and aspirations of a unified country. Those who were exposed to that colonial Social Studies curriculum, although Nigerian by birth, were British in outlook and behavior. They understood British environments but knew little, if anything, of the country in which they lived. The beneficiaries of the colonial Social Studies

curriculum viewed the knowledge they gained in terms of discrete subjects which made it impossible for them to view their world holistically.

2.4.6 Social Studies after Independence

Most African nations achieved independence in the late 1950s and 1960s; and subsequently sought ways to change the educational systems they had inherited to make them more supportive of national developmental goals. For example, Merryfield (2010) argued that indigenous national heritage needed to replace colonial ones: Inherited History, Geography courses needed to be revised to emphasize national heritage and achievements, and thereby develop national pride and identity. He stated further that there was agreement concerning the need to develop materials concerning cultural, tradition and peoples to promote inter-tribal understanding, appreciation and national unity. He also emphasized the need to abandon traditional ways of teaching which emphasized skills of recall and he suggested new ways of learning which develop the skills of independent problem-solving and critical thinking (Op cit, 2010).

In the early 1960s, this new approach to Social science content, methods and objectives became known in Africa as ‘Social Studies’ (Merryfield, 2010). Social Studies started to gain popularity on the continent of Africa after the Mombasa Conference of 1968. This conference also led to the establishment of Africa Social Studies Programme (ASSP) in 1969. This Programme (now known as Africa Social and Environmental Studies Programme, ASESP) encompassed seventeen countries. Botswana, Ethiopia, The Gambia, Ghana, Kenya, Liberia, Lesotho, Malawi, Nigeria, Sierra Leone, Somalia, Sudan, Swaziland, Tanzania, Uganda, Zambia and Zimbabwe. One of the aims of the Mombasa conference of 1968 was to introduce Social Studies to the member countries. It

is pertinent to acknowledge the efforts of educators from Ohio University which sought to introduce the teaching of Social Studies into the Teachers' College in the former Western Region of Nigeria. Their efforts in 1958 served as a catalyst for the introduction of Social Studies into the school curriculum immediately after independence. Its entry into the school curriculum at this time was short-lived because there were no schools in which to teach the subject. Social Studies re-surfaced in 1963 when the Comprehensive High School in Aiyetoro, was established as a new experiment in comprehensive secondary education; this put the subject firmly on its evolutionary course from 1963 onward (Busari, 2013). The roots of contemporary Social Studies have been traced to indigenous education. Awoniyi and Ndagunnu (2010) state that the first post-independence Social Studies programme were developed during two major experiments with educational reform in Nigeria. Growing out of the recommendations of the Ashby Commission, the Banjo Report and the Dike Report in the early 1960s was the concept of a school that would extend secondary education to the majority of boys and girls as opposed to the academic elite (Adesina, 2010).

From the Western region, Social Studies began to spread to other parts of the country. The Northern Nigeria Teacher Education Project (NNTEP) facilitated the introduction of Social Studies in the Northern region. Onyabe (2011) stated that the NNTEP, co-sponsored by the Northern Region Ministry of Education and the University of Wisconsin, developed and tested primary school teachers' education materials in five subject areas, including Social Studies. He further stated that, in 1969, the six northern states introduced Social Studies into their educational system under the auspices of Ahmadu Bello University, Zaria. Later, the Comparative Education Study and

Adaptation Centre (CESAC) at the University of Lagos in conjunction with the Ministry of Education in Kwara and Benue-Plateau states organized a dissemination workshop for secondary school teachers in August 1970. The dissemination workshop had a significant effect on the adoption of Social Studies across Nigeria.

Adewuya (2010) stated that one of the outcomes of the August 1970 dissemination workshop was that teachers felt challenged by the demands of the interdisciplinary approach of Social Studies and sought ways of increasing their knowledge. Indeed, he stated further that the Ministries of Education in some other states wanted their teachers to enter the mainstream of the new trends in curriculum innovation. Social Studies found its way into the school curriculum in the Eastern Region of Nigeria in 1971 after the Social Studies Association of Nigerian's (SOSAN) conference that April. Before the advent of the 1977 National Policy on Education (revised in 1981) some schools did not teach Social Studies but rather taught History, Geography, Civics and the General Paper. The National Policy on Education (1977) was a watershed in the inclusion of Social Studies into the school curriculum in Nigeria because it approved the teaching of the subject in both primary and secondary schools.

Busari (2014) pointed out that the implementation of the 1977 and 1981 National Policy on Education subsequently approved the teaching of Social Studies in both primary and secondary schools. The Nigerian Educational Research Council (NERC), now known as the Nigerian Educational Research and Development Council (NERDC) organized a national workshop on primary school curriculum in 1971 to produce the first national Social Studies curriculum for primary schools in Nigeria. Ogundare (2012) pointed out that the 1971 national Social Studies curriculum for primary schools became the fountain

from which all state Ministries of Education developed inspiration to produce their particular Social Studies syllabuses. Publishers and writers also used the programme to write textbooks in Social Studies. NERC organized further national workshops in 1972 and 1975 respectively for the successful implementation of the programme and also for standardizing the Universal Primary Education (UPE) teacher training programme in Social Studies. The national primary school Social Studies programme lasted until 1983 when a revised version was published.

In 1981 NERC created a panel of experts on Social Studies known as the National Committee on Primary Education Social Studies Curriculum Project. The committee was set up to develop a suitable national Social Studies curriculum for all primary school classes, to conduct a critical review of the existing primary school Social Studies curriculum, (including the 1971 NERC curriculum guidelines) as well as to create instruments to refashion the teaching and learning of Social Studies in primary schools. This led to the 1983 national primary school Social Studies curriculum which lasted only for five years. In 1988, the National Implementation Committee on National Policy on Education in conjunction with the National Primary Education Commission developed a National Social studies curriculum for primary schools and this lasted until 2007.

In line with government's declaration for a 9-Year Basic Education programme the National Council on Education (NCE) directed the NERDC to restructure and re-align the existing primary and junior secondary school curricula to meet the targets of the 9-Year Basic Education in the context of the National Economic Empowerment and Development Strategies (NEEDS) and the Millennium Development Goals (MDGs) and this curriculum is still in operation today in Nigerian schools. The composition and

structure of the curriculum enable all teachers to teach the same topics in detail while aiming at achieving the same objectives and practicing the same learning activities. According to Adeyemi (2010) the Department of Social Studies of CHS, Aiyetoro prepared the first Social Studies programme for secondary schools in Nigeria. It also produced instructional materials to be used for the teaching and learning of the subject. Makinde (2011) highlighted that the Ministry of Education of the Western region, at a conference held in Ibadan, decided to draw an outline for a Social Studies syllabus for secondary school (year one and two), and gave the task of developing this syllabus to CHS, Aiyetoro. The Social Studies programme developed by CHS, Aiyetoro was used in most of the states that accepted the teaching of Social Studies until 1982. The Nigerian Educational Research Council also organized a series of workshops to design a curriculum for secondary education in Nigeria. In a similar manner the Comparative Education Study and Adaptation Centre (CESAC) in 1982 organized a long vacation Social Studies course for Nigerian secondary school teachers in Kaduna. The ultimate purpose of the course was to improve the quality of Social Studies education in the secondary schools and also to introduce to the participants the Nigerian Secondary Schools Social Studies Project (NSSSSP). Participants were given copies of the national syllabus for junior secondary schools, which had been formally approved in 1982 by the Joint Consultative Committee on Education (CESAC, 2011).

In 1985, the Federal Government harmonized the existing subjects' curricula and came up with the National Curriculum for junior secondary schools. This curriculum consisted of six volumes covering all the nineteen subjects prescribed for the junior secondary schools' scheme of the National Policy on Education, although, some states slightly

modified this programme to suit their needs. As mentioned earlier, the 9-Year Basic Education programme and the need to attain the Millennium Development Goals (MDGs) and the critical targets of the National Economic Empowerment and Development Strategies (NEEDS) made it imperative to review, re-structure, and re-align the 1985 National curriculum for junior secondary schools in 2007 to fit into a 9-Year Basic education programme, and this is still in effect today. The Nigerian Certificate of Education (NCE) Social Studies syllabus was subsequently developed and in 1974 examined at a workshop held at Ahmadu Bello University Zaria.

The leading roles played by the Nigerian Educational Research Council (NERC) now known as the Nigerian Educational Research and Development Council (NERDC), the Comparative Education Study and Adaptation Centre (CESAC), CHS, Aiyetoro as well as the various Institutes of Education in the development of Social Studies cannot be under estimated. The Nigerian Educational Research and Development Council (NERDC) played a leading role in running workshops and seminars for leading curriculum specialists in primary, secondary and teacher training colleges. The various university institutes of Education ran long and short-term courses in the form of in-service training for practicing teachers. The Institute of Education of Ahmadu Bello University was the first to run a Bachelor of Education degree in Social Studies. Many of the faculties of Education in Nigerian universities now run postgraduate degree programmes leading to the award of the postgraduate Diploma in Education, Masters Degrees and even Doctor of Philosophy degrees in Social Studies.

2.5 Theoretical Framework

Related theories was reviewed to suit the present study at hand, the theories are within the frame work of socio-cultural influence on the learning performance of students. The theories include: social learning theory, ecological theory, and socio-cultural theory, (cognitive development).

Social Learning Theory

This theory states that learning occurs within a social context. It proposes that people learn from one another through observational learning, imitation and modeling. (Bandura, 1977). According to this theory, people learn through observing others" behaviors, attitudes and outcomes of these behaviors. It explains human behavior in terms of continuous reciprocal interaction between cognitive, behavioral, and environmental influences. Bandura believed in "reciprocal determinism", that is, the world and the person's behavior cause each other. While behaviorism essentially states that one's environment causes one's behavior, Bandura suggested that the behavior causes environment too.

Albert Bandura is known as the father of cognitive theory, he was born December-4-1925. In a small town in northern Alberta Canada, located approximately 50 miles from Edmonton, Banduras early education consisted of one small school with only two teachers (Strokes, 1986). Albert Bandura soon become fascinated by psychology after enrolling at the university of British Columbia, he started out at biological sciences major, His interest in psychology formed quite by accident, he was working night and commuting to school with a group of student who arrived much earlier than his other courses started (Pajares, 2004).in 1949 he graduated from the university of British

Columbia with a degree in psychology, he received his PhD in clinical psychology from the university of Lower in 1952, after he finished his PhD. Because of his famous studies and find searches Bandura was elected as the president of the American psychological association in 1974. He was also elected as the outstanding life time contribution to psychology, American psychology association in 2004. Among all scholars Bandura was known as the father of the cognitive theory (Bandura, 2006). This theory is based on the idea that we learn from our interactions with others in a social context separately by observing the behavior of others, people develop similar behaviors after observing the behavior of others, and people assimilate and imitate that behavior, especially if their behavioral experiences are positive once or include rewards related to the observed behavior. Imitation involves the actual reproduction of observed motor activities (Bandura, 1977).

Ecological Theory

This primarily focuses on the social contexts in which children live and the people who influence their development (Urie, Bronfenbrenner, 1917). The ecological theory consists of five environmental systems that range from close interpersonal interactions to broad-based influence of culture, however, the five systems are: the microsystem, mesosystem, ecosystem, macro system, and chronosystem, (Bronfenbrenner and Morris, 2000).

Microsystem- is a setting in which the individual spends considerable time, some of these contexts are the student family, peer, school, and neighborhood. Within this microsystem, the individual has direct interaction with parents, teachers, peers, and others. In this the student is not a passive recipient of experiences in these setting, but is someone who reciprocally interacts with others and helps to control the settings.

Mesosystem: this involves linkages between microsystems, examples are the connections between family experiences and school experiences, and between family and peers, and the joint impact of family and classroom experiences on students' attitudes and achievement was examined as the student made transition from the last year of middle school to the first year of high school (Epstein 2011). Students who were given greater opportunities for communication and decision making, whether at home or in the classroom, show more initiative and carried better grades. In another mesosystem study, middle school and high school student participated in a programme that was design to connect their families, peers, school, and parents work, (Cooper, 2013).

Exosystem: this will be at work when experiences in another setting (in which the student does not have an active role) influence what student and teachers experience in the immediate contest, for example, consider the school and park supervisory boards in a community, they have strong roles in determining the quality of school parks, recreation facilities, and libraries, their decisions can help or hinder a child development.

Macrosystem: this involves the broader culture, culture is very broad term that includes the roles of ethnicity and socioeconomic factors in children development, it is the broadest context in which students and teachers live, including the society's values and customs, for example, some cultures (such as those of Islamic countries like Egypt or Iran) emphasize traditional gender role, other cultures (such as found in the united states), accepts more varied gender roles. In most Islamic countries, educational system promote male dominance, in the United States, school increasingly have endorsed the value of equal opportunities for female and males. One aspect of socioeconomic status for some student is growing up in poverty, poverty can overwhelm children's development and

impair their ability to learn, although some children in impoverished circumstances are remarkably resilient.

Chronosystem: this refer to sociohistorical condition of student development, for example, students today are living a childhood of many firsts, (Louv, 2011). They are the first day care generation, the first generation to grow up in the electronic bubble of an environment define by computers and new forms of media, the first post-sexual revolution generation, and the first generation to grow up in new kinds of dispersed, deconcentrated cities that are not quite urban, rural, or suburban. Bronfenbrenner has increasingly given attention to the chronosystem as an important environmental system; he has called attention to two alarming problems (1) the number of children in America who live in poverty, especially in single-parent family, (2) a decline in values (Bronfenbrenner, 1996). Bronfenbrenner theory has gained popularity in recent years, it provides one of the few theoretical frameworks for systematically examining social context on both micro and macro levels, bridging the gap between behavioral theories that focus on small settings and anthropological theories that analyze large settings, his theories has been instrumental in calling attention to the importance of looking at children's lives in more than one setting.

Theory of Socio-Cultural

This is a social cognitive theory postulated by Lev Vygotsky,(1977) he emphasizes on describing learning as a social process and the origination of human intelligence in society or culture. The major theme of this theory is that social interaction plays a fundamental role in the development of cognition. It believes that everything is learn on two levels. First, through interaction with others, and then integrated into the individual's

mental structure. Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals. The second aspect of Vygotsky's theory is the idea that the potential for cognitive development is limited to a "zone of proximal development" (ZPD). This "zone" is the area of exploration for which the student is cognitively prepared, but requires help and social interaction to fully develop (Bruner, 2013).

Socio-cultural theory grew from the work of seminal psychologist Lev Vygotsky who believed that parents care givers, peers and the cultures at large were responsible for developing higher order function According to him learning has its basis in interacting with other people, once this has occurred the information is then integrated on the individual level, (Vygotsky, 1977). Lev Vygotsky was born on the 5th -november-1896 in a small town called orsche, he was a contemporary of other great thinkers such as Freud, Skinner, and Piaget, he died early at the age of 37 years, recently his work become more widely published and his ideas have grown increasingly, influential in areas including child development, cognitive psychology and education. Socio-cultural theory focuses not only how adult and peers influence individual learning but also on how cultural beliefs and attitudes impact together with how instruction and learning are taking place.

According to Vygotsky, (1977). Children are born with a basic biological constraint on their minds, and provide what he referred to as tool of intellectual adaptation, this tool allow children to use their basic mental abilities in a way that is adaptive to the culture in

which they live. Therefore, this research work will be guided by the above-mentioned three theories because, in Albert Bandura's social learning theory, he states that learning occurs within a social context, it proposes that people learn from one another through observational learning, imitation and modeling. According to the theory, people learn through observing others' behaviours, attitudes and outcomes of these behaviors, it explains human behavior in terms of continuous reciprocal interaction between cognitive, behavioural and environmental influences. Also, Urie Bronfenbrenner's ecological theory is chosen to guide this research work because of its comprehensiveness in addressing the social contexts in which children develop and major changes in children's socio-emotional development. Some of these contexts are the student, family, peers, school and neighborhood, (within the Microsystems), the individual has direct interactions with parents, teachers, peers and others, for Bronfenbrenner, the student is not a passive recipient of experiences in these settings, but is someone who reciprocally interacts with others and helps to construct the setting. However, the theory of Lev-Vygotsky is also chosen to guide this research work because he believes that society makes an important contribution to every individual's development, the theory stresses on the interaction between developing people and the culture in which they live, the theory believed that parents, caregivers, peers and the culture at large were responsible for the development of higher order functions. According to him, every function in the child's cultural development appears twice: First on the social level and later on the individual level: First between people (interpsychological) and then inside the child (intrapsychological) the theory focuses on how adults and peers influence individual learning and also how cultural beliefs and attitudes affect instruction and learning.

2.6 Review of Related Empirical Studies

Adie (2012) conducted a research on Universal basic education and girl-child education in Kudan LGA Kaduna State. He studied the impact of UBE programmed towards the promotion of basic education in Nigeria focusing in Kudan Local Government Area of Kaduna State with particular reference to the girl-child in terms of enrolment and retention. The population of the study was 138,992 with the sample size of 139 population, multi stage sampling techniques was adopted in the research using a combination of cluster and random method. The research revealed that the assumption that UBE narrow the gap between boy and girl- child counter-part was proved wrong from the field survey even though respondent from the questionnaire claimed that UBE has improved girls education in Kudan. The ratio between boys and girls enroll in schools, especially secondary schools disproportionate low base on these findings, the following recommendation was made. The monitoring of the implementation of the UBE programmed in this local government should be constantly carried out by government agents. This should be done quarterly to assess the level of progress as well as its efficient and effective implementations and to also ensure that funds meant for programmed is not diverted to others. And awareness concerning the importance of girl-child education need to be created and intensified by the government in this area through enlighten and sensitization about the importance of girl-child education which traditionally was not seen beyond the home front. Also the barrier to girl-child education such as early marriage, poverty and ignorance etc. need to be reduce to the barest minimum if not eliminated in this local government area to encourage female education. The research work is similar to the present study because it focuses on the girl-child in

terms of enrolment and retention in school while their parental home background was highly considered as a factor, also the study was carried out in UBE in Kudan Local Government Area of Kaduna State, while the present study is carried out in UBE in FCT-Abuja.

Odiachi (2012) conducted research titled “An assessment of the influence of socio-economic background on the academic achievement of students in Ahmadu Bello University Zaria. The research objectives are to assess. The relationship between the socio-economic background of parent and academic performance of students. The availability of learning materials provided at home and its influence on students’ academic performance. The marital status of parent and academic achievement of students. All the research questions and hypotheses are in line with the research objectives. Survey research design was adopted for the study with the population of 350, drawn from Ahmadu Bello University Zaria lecturers and non- academic staff. 250 students were randomly selected from twenty seven departments. Structured likert questionnaire were used for data collection. Findings of the study reveal that the socio-economic background of a parents have positive impact on academic performance of students, this implies that parents with high socio-economic status provide adequate care with regards to child education. The study also revealed that parental levels of education has positive impact on academic performance of the child, this implies that the child whose parents are educated is mostly likely to excel academically in school do to the fact that they prone to the guidance in career choices based on their academic performance. The study also revealed that most parents do not visit their children or monitor their progress in school, by implication this could be attributed to busy schedules of parents

their by considering the school as a means of keeping the child off throughout. The study also revealed that students exposed to learning materials early in life perform better academically, by implications this means that children with quality education at the primary level of education are most likely to excel in school. Similarities, the past studies used survey design and simple random sampling in selecting the research population representatives, structured questionnaire was used for data collection while the present research used the same design, the same sampling technique and instrument for data collection. Differences, the past study were conducted in Kaduna state while the present research was written in F.C.T-Abuja.

Audi (2013) carried out a similar study on education of Muslim women in Katsina state and its implication for development. He noted that the religion of Islam has placed the search for knowledge as one of the meritorious act of (ibadah) worshiping that a Muslim can perform, infect the first five verse of the Qur'an revealed to the prophet indicate the importance of learning where Allah says:

“Read in the name of your lord who created man from clots of blood”

“Read and your lord is the most Bounteous who teaches by the pen Teaches man which he knew not” (Qur'an Alaq 96:1-5).

The researcher used survey design. Purposive sampling technique was used to select 680 from 7 Local Government Area which was considered to have population in Katsina State .questionnaire was used to gather information. The study revealed that Muslim women education has implication on the development of the state and that most of them that are not highly educated prefer to work in public service so that they can give their share of contribution to the development of the state. Based on these finding the following recommendations were made. Orientations should be given especially among

the rural dwellers so that the negative attitude towards women education planted by customs and traditions in their mind would be change positively. This research is related to the present study because it focuses on the customs and traditions of the society. The difference is that, the previous was written in Katsina State while the present study was carried out in F.C.T-Abuja.

Alokan (2013) carried out a research titled. Rural and Urban Differentials in Students Academic Performance among Secondary School Students in Ondo State, Nigeria. The study investigated the difference between the academic performance of students from rural environment and student from urban environment. A descriptive survey research design was adopted for the study. Population of the study comprised of all public secondary school students in Ondo State. 240 students were randomly selected from the selected schools. Structured questionnaire was used to collect data. Expert judgment were used to ensure face and content validity. Test-retest method was used to determine reliability and a reliability coefficient of 0.72 was obtained. Data collected were analyzed by using t-test. The result reveals that there is no significance difference in the academic performance of students from rural environment, it can be concluded from the result that, all are equal, rural students do not suffer disadvantage in their academic performance simply as the result of their residence in rural areas or their attendance at rural schools. It was recommended among others that rural deficit model should be further examined as educators take a new and more objectives look at the performance of the many different types of rural students. Also parents and students should not feel they must attend metropolitan schools in order to achieve success. The research work is related to the present study because it was based on Rural and Urban Differential in students' academic

performance among secondary school students. The research was carried out in Ondo state while the present study was carried out in Federal Capital Territory – Abuja. However, the present research is a dissertation while the previous one is a journal paper.

Muthoni (2013) carried out a research titled “Relationship between family background and academic performance of secondary school students in Siakago Division, Mbeere North District, Kenyan” the objectives of the research were to. Establish the relationship between parental marital status and academic performance of secondary school students in Siakago Division, Mbeere North District. Asses the relationship between family financial situation and academic performance of secondary school students in Siakago Division, Mbeere North District. Investigate the relationship between parents education level and academic performance of secondary school students in Siakago Division, Mbeere North District. Examine the relationship between family size and academic performance of secondary school students in Siakago Division, Mbeere North District.

Descriptive survey research design was adopted in the study with the total population of 1081 secondary school students in Siakago Division, Mbeere North District. A sample of 338 participants were selected using stratified random sampling technique adapted questionnaire was used as instrument for data collection. Finding of the study reveals that, the level of education of parents had a direct and positive relationship on the academic achievement of their children. It also shows that there is direct relationship between parental financial and the successful learning experience of their children and the academic success. Similarities, the past studies used a descriptive survey with structured questionnaire for data collection while the present research used the same

design and instrument for data collection, differences. the past study was written in Kenyan while the present research was carried out in Abuja, Nigeria.

Pius and Mwangeni (2013) carried out research on the topic titled. Association between some socio-cultural factors and academic performance in primary education in Namtumbo District, Tanzania. Objectives of the research were to, assess pupils academic performance , find the socio-cultural factors associated with academic performance, find pupils attitudes towards the socio-cultural factors associated with academic performance , determine association between some cultural factors and marks scored in terminal and annual examination. The study adopted cross-sectional research design with the total population of 185,131, the study population was all pupils of Namtumbo who were in standard 6 and 7 when the research was conducted, four schools were selected from two wards were the respondents were obtained for the study. The sample size for the study was 160 respondents came from four schools, each school 40 respondents (20 standard 6 and 20 standard 7 pupils). Structured questionnaire was used to collect data for the study. Findings of the study reveals that 59.4 percent of children were living with both parents while only 18.7 percent of children were living under female headed house while 10.0 of children were living with fathers only, 11.9 percent of children had neither mother no father from the study area, while the sum of 40.6 percent of all children were either living under single parental care or with no parental care. On the role of parents occupation in children cognitive and school related outcomes, the findings clearly indicated that majority of 76.9 percent of parents were farmers of small scale who were sometimes not able to provide some basic needs at home. The findings further reveals that, 14.5 percent of the interviewed pupils said that their parents were employed while there were some

parents who were neither employed nor farmers, they belonged to the group of others these were miners, unprofessional people and some whose job were not known by their children. Similarities, the past studies focuses on Socio-cultural factors on Students performance while the present research equally concentrated on the influence of Socio-cultural factors on Students performance. Differences, the previous research was written in Tanzania while the present study was conducted in F.C.T-Abuja.

Kapinga (2014) carried out a research titled “impact of parental socio-economic status on students achievement in secondary schools in Tanzania” objectives of the research were to. Examine the extent to which parents occupation, income, levels of education, home environment and parents investment in their children education enhance academic achievement in secondary schools. The study employed a quantitative research approach informed by a case study research design, a purposive sampling technique was used to obtain sixty (60) informants from among the parents, teachers and students. Data were obtained through semi-structured interview and focused group discussions. The data were analyzed quantitatively using thematic analyses. Findings of the study shows that majority of the students from the selected secondary schools were from different socio-economic status family. The findings shows that there is a close relationship between socio-economic status and academic performance of students, and that most of the parents did not involve in learning of their children. Similarities, The past studies focused on parental Socio-economic status and used purposive sampling techniques to select the research population representatives while the present research focused on influence of Socio-cultural factors on student academic performance using purposive sample

technique to select the research population representatives. differences, the past study was written in Tanzania while the present study was carried out in Nigeria.

Okenwa (2014) carried out research titled, “influence of parental socio-economic status on pupils academic performance in Kiamokana division of Kisi County, Nairobi objectives of the research were to, establish the influence of parental educational level, income and occupation on pupils academic performance at Kenya certificate of primary education in Kiamokama division of Kisi county. The study adopted descriptive survey design, population of the study was 1040 with the sample size of 392. Questionnaire was used for data collection. Findings of the research shows that parents levels of education influence pupils academic performance positively at primary school level, it shows that there is no significant relationship between the parents level of income and the performance of pupil at primary level. The findings revealed that parent occupation has minimal effect on academic performance of pupils at primary level, similarities, the previous research used descriptive survey design to guide the study and structured questionnaire for data collection while the present study used the same design to guide the research work and structured questionnaire was used for data collection. Differences, the past study was written in Lower Basic School in Nairobi while while the present research was conducted in Upper Basic School in F.C.T-Abuja.

Ogweno, Kathuri and Obara (2014) conducted a research titled “the influence of family characteristics on academic performance of students in secondary Agriculture in Rachuonyo North sub-country, Kenya. objectives of the study were to determine the influence of family income on academic performance of students in secondary Agriculture in Rachuonyo North sub-country Kenya. Determine the influence of family

size on the academic performance of Agriculture in Rachuonyo North sub-country, Kenya. Correlation design was used for the study with the total population of 754 obtained from Agricultural subject at form four, with a sample size of 254 students. A stratified sampling technique was used to select schools for study. Structured questionnaire was used as instrument for data collection. Findings of the study revealed that there is a positive correlation between level of education of the mother and students performance. Multiple regression result on family secondary school revealed that no significant influence of family characteristics on student performance in senior secondary school Agriculture in Rachuonyo North District, thus the hypotheses was rejected. Similarities, the past study concentrated the positive influence of parental educational background on student's academic performance using structured questionnaire for data collection while the present research equally focused on parental educational background on students performance, structured questionnaire was used for data collection. Differences, the past research were conducted in Kenyan while the present study was written in F.C.T-Abuja.

Wachira and Wambugu (2014) carried out research titled. The effect of socio-economic and cultural factors on access and participation in secondary school education in Igembe North District Meru County Kenya. The objectives of the research were to, identify the main socio-economic and cultural activities affecting secondary school students in Igembe North District. Find out the level of participation and wastage in secondary school in Igembe North District. Find out which gender among the secondary school student is the most affected by socio-economic and cultural activities towards their children's secondary education. Determine the effect of parent's cultural activities towards their children's secondary education in Igembe North District. All the research

questions and hypotheses are in line with the research objectives. The study adopted a descriptive survey design. The study used 20 secondary schools in Igembe North District which include boys and girls with the total population of 5820. Stratified sampling was used to select the sample size of 345 for the study. Questionnaires were used to collect data from students, class masters and mistress. Findings of the study reveals that cultural and socio-economic activities have negatively affected secondary education in Igembe North District in Kenya, the finding shows that each of the cultural and socio-economic activities identified in the district had some negative effect to secondary education, male students are mainly affected by socio-economic activities while girls are mainly affected by cultural factors. Boys are majorly affected by miraa chewing, circumcision and food crop farming because it gives them quick money, while girls are affected by early marriages and domestic chores. The findings also reveal that polygamous families face the problems of not providing the students with basic education needs. Similarities, The previous research concentrated on Socio-cultural factors on Students academic performance adopting survey research design to guide the study, using questionnaire for data collection while the present research focused on the influence of Socio-cultural factors on Students performance adopting the same descriptive survey design to guide the research work, structured questionnaire was used for data collection. Differences the previous research was written in Kenyan while the present study was carried out in F.C.T-Abuja.

Abdulkareem (2015) conducted a research titled “parent socio-economic status on secondary school student academic achievement in Ekiti State Nigeria” objectives of the study were to. Determine the socio-economic status of parent on secondary school

students. Determine the parental income on secondary school students descriptive survey research design was adopted for the study with the total population of 960. a sample of 20 secondary schools was randomly selected for the study, purposive sampling technique was used to select 48 students from each school and structured questionnaire was used for data collection. Findings of the research shows that there is a relationship between parent socio-economic status and academic achievement of secondary schools students , Similarities, The past study uses descriptive survey as a design purposive sampling technique to select numbers of the research representatives and structured questionnaire was used for data collection while the present research used the same design the same instrument for data collection. The past study was carried out in Ekiti State, Nigeria while the present study was written in F.C.T-Abuja.

Tomul and Polate (2015) conducted a research titled “the effect of socio-economic characteristics of students on the academic achievement in higher education in Turkey”

The objectives of the study were to, determine the effect of socio-economic status of higher education students on their academic achievement, determine the effect of socio-economic relationship among students of higher education. The study adopted a descriptive survey research design with the total population of 691, out of which a sample size of 32 was selected. Questionnaire was used to collect data, the study used students selection examination weighted quantitative composites scores with a reliability index of 0.72. The data collected were analyzed by using correlation, regression and two way variable analyses methods. The finding result of the study shows that high achieving students gather in certain types of high schools related to this is cause by a strong relationship between the type of high school completed. Similarities, the past studies

adopted a descriptive survey design using a structured questionnaire for data collection while the present research used the same descriptive survey design to guide the research work, structured questionnaire was used for data collection. Differences, the previous research was written in Turkey while present one was carried out in Nigeria.

Magdalena and Gorcikova (2016) conducted a research titled “The impact of socio-cultural background on children literacy development in Vienna Austria, the research questions are , to what extent are pre-school reading activities (for example, reading for pleasure with parents) and home reading environments influence by parental education?. How do home reading environment activities influence cognitive abilities and pre-literary skills among pupils at the end of the first grade?. Survey design was used for the study with the total population of 439 children between the ages of 6 to 7 are randomly selected from 25 primary schools in central Bohemia region and Prague Capital City. Questionnaires are used as instruments for collecting data. The finding result of the research reveals that higher family’s educational background have impact on reading activities with a child at the pre-school age as well as on children’s cognitive abilities and early reading skills. The findings further reveals that pupils from high socio-cultural background generally performs better at school because they have fluent and productive level of language and cognitive skills development , (Apart from other factors for example family economic resources and structural neighborhood effect such as school location) than those from lower socio-economic background. Similarities, the past study focused on the influence of Socio-cultural background on children literacy development, descriptive design was adopted for the study, questionnaire was used for data collection while the present study focused on the influence of socio-cultural factors on students

performance, descriptive survey design was used to guide the research ,structured questionnaire was used for data collection. Differences, the past study were conducted in Austria while the present study was written in F.C.T. Nigeria.

Abubakar (2017) conducted a research titled, “Influence of parental background on girl child’s vocational skills acquisition in junior secondary schools in Kaduna State, Nigeria” The objectives of the study were to. Examine parent’s views on the influence of parental background on girl child’s vocational skill acquisition in junior secondary school in Kaduna state, Nigeria. Determine the opinions of male and female students on the influence of parental background on the girl child’s vocational skill acquisition in junior secondary school in Kaduna State. Examine the influence of parental background on girl child’s vocational skill acquisition in relation to rural and urban differences in junior secondary schools in Kaduna State. Determine the opinion of teachers and head teachers on the influence of parental background on girl child’s vocational skill acquisition in junior secondary schools in Kaduna State. All the research questions and hypotheses are in line with the research objectives. Descriptive survey design was adopted for the study with the total population of 13128 comprising of students school principals and teachers in three local Government areas of Kaduna State. A sample size of 381 was purposively selected from the population. Questionnaire was used for the collection of data for the study. Findings of the research shows that parental background does not have negative influence on girl child’s vocational skills acquisition in junior secondary schools in Kaduna State, results of the findings further revealed that there is a significance difference on the opinion of male and female students on the influence of parental background of the girl child child’s vocational skills acquisition in junior secondary

schools in Kaduna State. Another findings shows that there is significant difference with regards to location on the influence of parental background on girl child child's vocational skills acquisition in junior secondary school in Kaduna State. Another findings shows that there is a significance difference between the opinion of teachers and principals on the influence of parental background of the girl child's vocational skills acquisition in junior secondary school in Kaduna State. Similarities, The past study adopted a survey design and used structured questionnaire for data collection while the present research used the same survey design and structured questionnaire for data collection. Differences, the past research was written in Kaduna state while the present study was conducted in F.C.T-Abuja.

Ojutiku, (2018) conducted research titled, " Secondary schools students' socio-economic background and academic achievement in business studies in Zaria and Giwa educational zones, Kaduna state" the objectives of the study were to, determine the relationship between male and female secondary schools students socio-economic background and academic achievement to business studies in Zaria and Giwa educational zones, Kaduna state. Examine the relationship between boarding and day secondary schools socio-economic background achievement in business studies. Ascertain the relationship between private and public secondary schools students' socio-economic background and academic achievement in business studies. Find out the relationship between rural and urban secondary schools students socio-economic background and academic achievement in business studies. All the research questions and hypotheses are in line with the research objectives. Descriptive survey was used for the research with the total population of 1377 purposively selected from two educational zones out of 12

educational zones in the area, the study populations was made up of principals, teachers and school prefects. Simple random sampling was techniques were adopted for the study. Structured questionnaire was used to collect data for the research work. .findings of the study shows that female students have higher academic achievement in business studies than male students offering business studies in secondary schools in Zaria and Giwa educational zones. It was also found that female students develop high interest in business studies than male students offering business studies in secondary schools in Zaria and Giwa education zones, Kaduna state. The findings also shows that, day school students have higher academic achievements in business studies than boarding school students, this is so because, Day schools tend to expect more parental involvement in things like parent teacher association than boarding schools in Zaria and Giwa education zones. Also another findings shows that private school students have greater academic achievement than public school students in business studies ,this is as a result of private having specialized programs in areas of interest to the students such as art, music and sports than public school students in secondary schools. The findings also shows that urban school students have higher academic achievement than rural school students in business studies. This is so because, there are better provisions of numerous basic amenities for students in the urban areas than rural areas in secondary schools in Zaria and Giwa education zones in Kaduna state. Similarities, the past research used descriptive survey to guide the study, using purposive sampling technique to select the research population representatives, structured questionnaire was used for data collection while the present study used the same research design, sampling technique and structured questionnaire for data collection. Differences, the past research was written in Senior

Secondary School in Kaduna State while the present research was conducted in Upper Basic School in F.C.T-Abuja

Sani (2019) carried out a research titled, Influence of home background on junior secondary school Girl-child social studies academic performance in Kaduna state, Nigeria. The objectives of the research were to, find the extent to which family income influences JSS2 girl-child social studies academic performance in Kaduna state, Nigeria. Examine the extent to which poor parental investment in education influence JSS2 girl - child social studies academic performance in Kaduna state, Nigeria. Evaluate how parents levels of education influence JSS2 girl-child social studies academic performance in Kaduna state, Nigeria. Analyze the extent to which household-chores influence girl-child social studies academic performance in Kaduna State, Nigeria. Find out the level on which broken-home influence JSS2 girl-child social studies academic performance in Kaduna State, Nigeria. All research questions and hypotheses are in-line with the research objectives. Survey research design was adopted for the study with the total population of 769 social studies teachers in JSS schools along with 639 P.T.A groups across the twelve educational zones in Kaduna State. The sample size for the study was 262 using a purposive sampling technique. The study adopted questionnaire as instrument for data collection, findings of the research reveals that family income has significant influence on girl-child academic performance in social studies at the JSS school level in Kaduna State.

The findings also revealed that poor parental investment of education of their children has negative influence on girl-child academic performance in social studies at JSS schools level in Kaduna state. it's also shows that level of parents education has

significance influence on the academic performance of girl-child in social studies in JSS schools in Kaduna state. Findings show that household chores have significance influence on the academic performance of girl-child in social studies in JSS schools in Kaduna state. It revealed that broken-home has significant influence on the academic performance of girl-child in social studies in JSS schools in Kaduna State. Similarities, the past studies focused on Upper Basic (2) descriptive survey design was adopted to guide the research structured questionnaire was used for data collection while the present study also concentrated on Upper Basic (2) descriptive survey design was adopted using structured questionnaire for data collection. Differences, the previous studies were carried out in Kaduna state while the present study was conducted in F.C.T-Abuja.

Sehu (2019)carried research titled “influence of parental background on performance of students in English language in senior secondary schools in Kaduna state, Nigeria” the objectives of the studies were to, examine the influence of parental level of education on performance of students in English language in secondary schools in Kaduna state, Nigeria. Determine the influence of parental occupation on performance of students in English language in secondary schools in Kaduna state, Nigeria. Examine the influence of parental motivation on performance of students in English language in secondary schools in Kaduna state, Nigeria. All the research questions and hypotheses are in line with the research objectives. Descriptive survey was used for the study with the total population of 7,153.population of the study was made up of parents and SS11 students of Kaduna state, public secondary schools. A sample size of 365 was randomly selected from the population while purposive sampling technique was used to select the parents of these students. Questionnaires were used to collect data for the study. Findings of the

study Shows that parental educational background has significant positive influence on the academic performance of students in English language in senior secondary schools in Kaduna state. The second findings revealed that parental occupation has significant positive influence on the performance of students in English Language in senior secondary schools in Kaduna state. The third findings shows that parental motivation has significant positive influence on the academic performance of students in English language in senior secondary schools of Kaduna state. Similarities, the past study adopted a descriptive survey to guide the research using a structured questionnaire for data collection while the present study adopted the same descriptive survey design to guide the research work using structured questionnaire for data collection, Differences, the previous studies was carried out in Kaduna state while the present studies was conducted in F.C.T-Abuja.

2.7 Summary

This chapter explains the theoretical frame work, three theories are used in guiding the research work, social learning theory which states that, learning occur through observation, imitation, and modelling. Also, ecological theory which consist of five environmental systems ranging from close interpersonal interactions to broad based influence of culture, the environmental system of ecological theory are microsystem, mesosystem, ecosystem, macrosystem and chronosystem. Indeed, socio-cultural theory is use which emphasizes on describing learning as a social process and the origination of human intelligence in society or culture.

However, the basic concept of social learning, the social context by which children spent much of their tisme, for example family, peers, and school are review, the social factors

affecting the academic performance of students which includes, poverty, cost sharing and academic performance that is influencing parents and government were illustrated. The residential status of some students and their environmental challenges together with other related factors influencing the academic performance of students are identified. The transition of students from junior secondary school to senior secondary school and the ways in which the influence of socio-cultural factors affects their academic performance are viewed.

The concept of education and culture, the cultural factors and their impact on formal education and the Nigeria education system are analyzed, however, the history of social studies in Nigeria, the concepts of social studies in Nigeria education , the roles and importance of social studies education in Nigeria together with the challenges of social studies education in Nigeria explained, the concepts of indigenous social studies, social studies education in the colonial era and social studies education after independence in Nigeria are illustrated.

CHAPTER THREE METHODOLOGY

3.1 Introduction

This chapter presents the procedure for carrying out this study. The methodology for carrying out this research was under the following sub-headings: Research design, Population of the study, Sample and sampling techniques, instrumentation, pilot testing, reliability of the instrument, procedure for data collection and procedure for data analysis.

3.2 Research Design

Descriptive survey research design was used in this study, the researcher adopted this design because it involves in the collection of data from selected representatives of a population through the use of research instruments and analyzing same to obtain result which may confirm or reject the hypotheses or research questions of the study (Stephen, 2016). This assertion is supported by Offorma (2017) who state that survey is the structure that guide the researcher on the technique for generating data and offer the basis upon which the produced data is analyzed. This design is suitable in collecting data for this study.

3.3 Population of the Study

The population of the study was students of social studies in the public upper basic schools II of F.C.T., Abuja. The total population was 24, 117 Social Studies Students. Federal Capital Territory – Abuja is made up of six Area Councils, each Area Council is representing the educational zone of its area for easy administration, the Area Councils are: Abaji, Kwali, Gwagwalada Kuje, Bwari and Abuja municipal Area council, (AMAC). As shown in Table 1.

Table 1: Population of the Study

SN	Area Councils	Schools	Students
1.	Abaji	16	1,280
2.	Kwali	16	1,305
3.	Gwagwalada	19	2,110
4.	Kuje	25	3,100
5.	Bwari	27	5,802
6.	Abuja Municipal Area	63	10,520
	Total	166	24,117

Source: F.C.T UBEB Education Board (2019)

3.4 Sample and Sampling Techniques

The sample size for the study was 378 Social Studies Students from the selected area councils of F.C.T. The selection of 378 was based on the recommendation of table of sample determination by Research Advisor (2006) which states that for a population size of 24,117 with a confidence level of 95% and a margin error of 5.0% level of significance, that the required sampled size is 378. As shown in Appendix IV. Census sampling technique was used to select five Area Councils. Two Upper Basic Schools were selected from each Area Council for the study. Proportionate random sampling technique was employed to select the participating students in the selected schools. Simple random sampling was used to select the schools. Names of the upper basic Schools were written on piece of paper squeezed and shuffled then asked a neutral person to pick two schools in each Area Councils.

Table 2: Sample Size Distribution in the Selected Schools

S/N	Area Council	NO	Names of Schools	Students	Sample
1.	Abaji	1	J.S.S Abaji	728	13
		2	J.S.S Pandagi	552	10
2.	Kwali	3	J SS Kwali Central	749	14
		4	J.S.S Wako	556	10
3.	Kuje	5	J.S.S Kayarda	950	17
		6	J.S.S Rubochi	625	11
4.	Bwari	7	J.SS Bwari Central	3,496	69
		8	J.S.S Guto	2,306	42
5.	Abuja Municipal Area Council	9	J.S.S Garki	5,360	98
		10	J.S.S Airport	5,160	94
TOTAL				20,704	378

Source: Researcher (2021)

3.5 Instrument

The instrument used for data collection in this study was a self structured questionnaire titled, "Influence of Socio-Cultural factors on the performance of students in social studies in upper basic schools Questionnaire, (ISCFOPSSSQ). The five likert scale options was used, Strongly Agreed, Agreed, Undecided, Disagreed, Strongly Disagreed. The questionnaire was divided into two sections A and B section. A sought the respondents biodata such as School, Gender, Age and Location of School. While section B seek information on the influence of Socio-Cultural Factors on the performance of Students in Upper Basic Schools.

3.5.1 Validity of the Instrument

The construct and content validity of the instrument was validated by the supervisors of the researcher as professional in the field of curriculum and instruction section and other professionals in the Department of measurement and evaluation all in Ahmadu Bello University, Zaria validated the instrument. This observation is supported by Alasoluyi (2015) who stated that to ascertain the validity of any instruments it should be given to a panel of professional to determine if its contents can elicit the desired data they are intending to elicit, this in essence therefore, will ensure the content validity and will make sure that the necessary adjustment are made thereafter.

3.5.2 Pilot Test

In order to authenticate the efficacy of the instrument and research procedure a pilot tests was carried out in Gwagwalada Area council of F.C.T – Abuja. Upper Basic School Gwagwalada was chosen for the pilot test with two research assistance. Thirty (30) copies of questionnaire were printed and administered to the respondents in two different occasion and all were filled and returned correctly. The respondents used for pilot testing were not involved in the actual study. The purpose of the pilot test was to enable the researcher determine the validity and reliability of the instruments. Split half method was used.

3.5.3 Reliability of the Instrument

The data obtained from the pilot testing were statistically analyzed for the purpose of reliability. Spearman Brown Split Half Reliability Coefficient was used to test the questionnaire. The reliability coefficient was considered adequate for the internal consistencies of the instrument. The result of Sperrman Brown Split Half Reliability

Coefficient was 0.83 and 0.82 respectively. This is in line with Stephen (2016) who opines that an instrument is reliable if its reliability coefficient lies between 0 and 1.

3.6 Procedure for Data Collection

The researcher obtained a letter of introduction from the office of the head of Department, educational foundations and curriculum, faculty of Education, Ahmadu Bello University, Zaria. To the respective school heads, the questionnaire was administered to the respondents in their respective schools with the aid of three (3) research assistants. The research assistants were trained for two days on the modalities for administering the questionnaire on the respondents. The respondents were briefed of what is expected of them and were given free hands to respond through the questionnaire and ask questions on grey areas. Six weeks were used for the administration of the questionnaire which was retrieved for subsequent analysis.

3.7 Method for Data Analysis

The data obtained from this study were analyzed using descriptive statistics of mean and standard deviation to answer the research questions. Inferential statistics of simple regression analysis was used to test hypotheses at 0.05 level of significance. In testing hypotheses, if the calculated procedure is less than the alpha value of 0.05 level of significance the hypotheses will be rejected and vice versa.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents the analysis of data collected which were presented based on the research questions and the null hypotheses. Three hundred and seventy eight (378) questionnaires were administered and all the three hundred and seventy eight (378) were successfully retrieved, coded and subjected to analysis.

4.2 Demographic Variables of Respondents

The bio-data of respondents designed in the research instrument comprised age status, gender of respondents, type of school, and location of selected school. The table below depicted demographic variable of respondents:

Table 3: Demographic Variable of Respondents

Bio-Data	Description	Frequenc y	Percent	Valid Percent	Cumulative Percent
Age Status	12-14	42	11.1	11.1	11.1
	15-16	262	69.3	63.3	80.4
	17-18	74	19.6	19.6	100.0
	Total	378	100.0	100.0	
Gender	Male	288	76.2	76.2	76.2
	Female	90	23.8	23.8	100.0
	Total	378	100.0	100.0	
Types of school	Day	216	57.1	57.1	57.1
	Boarding	162	42.9	42.9	100.0
	Total	378	100.0	100.0	
Location	Rural	144	38.1	38.1	38.1
	Urban	234	61.9	61.9	100.0
	Total	100.0	100.0	100.0	

Statistics from table 3 shows the personal data of respondents for the study. The table displays the status that 42 (11.1%) of the respondents were between the age of 12-14, 262 (69.3%) are between the age of 15-16, and 74 (19.6%) are between the age 17-18. The

statistics of gender of respondents revealed that 288 (76.2%) were males, while females 90 (32.8%). Respondents from day schools were 216 (57.1%) were from day while 162 representing (%42.9) are boarding. Finally, respondents from the location of school 144 (38.1%) of the responses located in rural area, while 234 (61.9%) were from urban area.

4.3 Answers to Research Questions

The results of research questions were presented in Table 4 to Table 4.12.

Research Question One: What is the Influence of Religious Beliefs on the Performance of Upper Basic School Students in Social Studies in FCT Abuja?

To answer research question one, frequency, percentage and mean scores were used.

Table 4 Descriptive Statistics of Influence of Religious Beliefs on the Performance of Students in Social Studies in Upper Basic Schools of F.C.T Abuja.

S/N	Items	SD		D		U		A		SA		Mean
		Frq	%	Frq	%	Frq	%	Frq	%	Frq	%	
1	Some parents see western education to be prohibited	50	13	68	18	13	3	157	41	90	23	3.4
2	Religion content cannot be separated from the teaching of social studies	16	4	28	7	13	3	158	41	163	43	4.1
3	Students from highly religious home background often disputes the teaching of religious content in social studies	35	9	59	15	48	12	154	40	82	21	3.5
4	Social studies teachers faces challenges when teaching religious contents in social studies in a highly religious environment	10	2	45	11	27	7	166	43	130	34	3.9
5	Religious and social studies go hand in hand in the enlighten and formation of the human mind	14	3	25	6	43	11	160	42	136	36	4.0
6	Religious and social studies education are vital tools, when fully harmonized could liberate the contemporary man from irrational propaganda of false ideology	17	4	38	10	47	12	154	40	122	32	3.8
7	The teaching of religious content have historically socialized people's behaviour and morality	13	3	28	7	19	5	160	42	158	41	4.1
8	Moral values can be accomplished only with the teaching of religious contents in social studies	19	5	56	14	34	9	148	39	121	32	3.8
9	The exclusion of religion content from social studies would place a big question mark on how good morals will be inculcated in the society	26	6	49	13	29	7	164	43	110	29	3.7
10	Social studies curriculum did not promote religious tolerance and peaceful co-existence among J.S.S students	71	18	63	16	36	9	122	32	86	22	3.2

Source: Field Survey 2021

The Analysis in table 4.2 shows the influence of religious beliefs on the performance of students in social studies in Upper Basic School of F.C.T Abuja. The analysis of item 1 reveals that 50 respondents representing 13% strongly disagreed, 68 respondents representing 18% disagreed, 13 respondents representing 3% were undecided, 157 respondents representing 41% agreed while 90 respondents representing 23% strongly agreed with a mean score of 3.8. Therefore, some parents see western education to be prohibited. Items 2 reveal that 16 respondents representing 4% strongly disagree, 28 respondents representing 7% agreed, 13 respondents representing 3% were undecided, 158 respondents representing 41% agreed, while 123 respondents representing 43% strongly agreed with a mean score of 4.1. The statement which said religion content cannot be separated from the teaching of social studies.

Items 3 reveals that 35 respondents representing 9% strongly disagreed, 59 respondents representing 15% disagreed, 48 respondents representing 12% were undecided, 154 respondents representing 40% agreed, while 82 respondents representing 21% strongly with a mean score of 3.5. The statement which said students from highly religious home background often disputes the teaching of religious content in social studies. Items 4 reveals that 10 respondents representing 2% strongly disagreed, 45 respondents representing 11% disagreed, 27 respondents representing 7% were undecided, 166 respondents representing 43% agreed while 130 respondents representing 34% strongly with a mean score of 3.9. These means that, social studies faces challenges when teaching religious content in social studies in a highly environment.

Items 5 reveals that 14 respondents representing 3% strongly disagreed, 25 respondents representing 6% disagreed, 43 respondents representing 11% were undecided, 160

respondents representing 42% agreed while 136 respondents representing 36% strongly agreed with a mean score of 4.0 show that religious and social studies go hand in hand in the enlighten and formation of the human mind.

Items 6 reveals that 17 respondents representing 4% strongly disagreed, 38 respondents representing 10% disagreed, 47 respondents representing 12% were undecided 154 respondents representing 40% agreed while 122 respondents representing 32% strongly agreed with a mean score of 3.8 shows that Religious and social studies education are vital tools, when fully harmonized could liberate the contemporary man from irrational propaganda of false ideology.

Items 7 reveals that 13 respondents representing 3% strongly disagreed, 28 respondents representing 7% disagreed, 19 respondents representing 5% were undecided, 160 respondents representing 42% agreed while 158 respondents representing 41% strongly agreed with a mean score of 4.1 shows that the teaching of religious contents have historically socialized people's behaviour and morality.

Items 8 reveals that 19 respondents representing 5% strongly disagreed, 56 respondents representing 14% agreed, 34 respondents representing 9% were undecided, 148 respondents representing % agreed while 121 respondents representing 32% strongly agreed with a mean score of 3.7 shows that moral values can be accomplished only with the teaching of religious contents in social studies.

Items 9 reveals that 10 respondents representing 2% strongly disagreed, 45 respondents representing 11% disagreed, 27 respondents representing 7% were undecided, 166 respondents representing 43% agreed while 130 respondents representing 34% strongly agreed with a mean score of 3.7 which shows that. The exclusion of religion content from

social studies would place a big question mark on how good morals will be inculcated in the society.

Items 10 reveals that 71 respondents representing 18% strongly disagreed, 63 respondents representing 16% disagreed, 36 respondents representing 9% were undecided, 122 respondents representing 32% agreed while 86 respondents representing 22% strongly agreed with the mean score of 3.2 which shows that social studies curriculum did not promote religious tolerance and peaceful co-existence among JSS Students.

Research Question Two: What is the Influence of Cultural Beliefs on the Performance of Upper Basic School Students in Social Studies, FCT Abuja?

To answer research question one, frequency, percentage and mean scores were used.

Table 5; Descriptive Statistics of Influence of Cultural Beliefs on the Performance of Students in Social Studies in Upper Basic School of F.C.T Abuja.

S/N	Items	SD		D		U		A		SA		Mean
		Frq	%	Frq	%	Frq	%	Frq	%	Frq	%	
11	Parent's cultural beliefs affect the learning performance of students in social studies	34	9	43	11	20	5	176	46	105	27	3.7
12	The community in which child lives has a grate influence on the teaching and learning of social studies	7	1	20	5	24	6	191	50	136	36	4.1
13	Children who learn to accept parental authority will also accept teacher's authority in school	4	1	19	5	30	7	143	37	182	48	4.2
14	Adult behaviour and opinion were regarded as model and sacrosanct that cannot questioned or challenged by children and affect learning	19	5	37	9	41	10	164	43	117	31	3.8
15	Polygamy in families has negatively affected education	31	8	42	11	31	8	148	39	126	33	3.7
16	Where culture cultural heritage are highly regarded, they have negative effect on formal education	28	7	41	10	37	9	167	44	105	27	3.7
17	Some parent culturally see female education to be irrelevant	28	7	40	10	28	4	154	40	128	34	3.8
18	Early married has no negative effect on the performance of students in school	69	18	49	13	17	4	132	35	111	29	3.4
19	Culture plays a major roles in the development of social studies curriculum	20	5	37	9	26	9	160	42	135	35	3.9
20	The dogmatic nature of some culture affect the learning performance of a child in school	27	7	31	8	33	8	158	41	129	34	3.8

Source: Field Survey 2021

The analysis in Table 5 shows the influence of cultural beliefs on the performance of student in social studies of Upper Basic School of F.C.T Abuja. The analysis of item 11 reveals that 34 respondents representing 9% strongly disagreed, 43 respondents representing 11% disagreed, 20 respondents representing 5% were undecided, 176 respondents representing 46% agreed while 105 respondents representing 27% strongly agreed with the mean score 3.7. Which mean that parent cultural belief affect the learning performance of students in social studies.

Item 12 reveals that 7 respondent representing 1% strongly disagreed, 20 respondents representing 5% disagreed 24 respondents representing 6% were undecided, 191 respondent representing 50% agreed while 136 respondents representing 36% strongly with the mean score of 4.1. Item 13 reveals that 4 respondents representing 1% strongly disagreed, 19 respondents representing 5% disagreed, 30 respondents representing 7% were undecided 143 respondents representing 37% agreed while 182 respondents representing 48% strongly agreed with the mean score 4.2.

Item 14 reveals that 19 respondents representing 5% strongly disagreed, 37 respondents representing 9% disagreed, 41 respondents representing 10% were undecided, 164 respondents representing 43% agreed while 117 respondents representing 31% strongly agreed with the mean score of 3.8. Which mean that adult behaviour and opinion were regarded as model and sacrosanct that cannot be questioned or challenged by children and affect learning.

Item 15 reveals that 31 respondents representing 8% strongly disagreed, 42 respondents representing 11% disagreed, 31 respondents representing 8% were undecided, 148

respondents representing 39% agreed while 126 respondents representing 33% strongly agreed with the mean score of 3.7. Item 16 reveals that 28 respondents representing 7% strongly disagreed, 41 respondents representing 10% disagreed, 37 respondents representing 9% were undecided, 167 respondents representing 44% agreed while 105 respondents representing 27% strongly disagreed with the mean score of 3.7. Item 17 reveals that 28 respondents representing 7% strongly disagreed, 40 respondents representing 10% disagreed, 28 respondents representing 7% were undecided, 154 respondents representing 40% agreed while 128 respondents representing 33% strongly disagreed with the mean score of 3.8.

Item 18 reveals that 69 respondents representing 18% strongly agreed, 49 respondents representing 13% disagreed, 17 respondents representing 4% were undecided, 132 respondents representing 34% agreed while 111 respondents representing 29% strongly agreed with the mean score 3.4. Therefore early marriage has no negative effect on the performance of student in school.

Item 19 reveals that 20 respondents representing 5% strongly disagreed, 37 respondents representing 9% disagreed, 26 respondents representing 6% were decided, 160 respondents representing 42% agreed while 135 respondents representing 35% strongly agreed with the mean score of 3.9. Item 20 reveals that 27 respondents representing 7% strongly disagreed, 31 respondents representing 8% disagreed, 33 respondents representing 8% were undecided, 158 respondents representing 41% agreed while 129 respondents representing 34% strongly agreed with the mean score of 3.8.

Research Question Three: To what extent does Parental Educational Background Influence the Performance of Upper Basic School students in social studies in FCT Abuja?

To answer research question one, frequency, percentage and mean scores were used.

Table 6; Descriptive Statistics of Influence of Parental Educational Background on the Performance of Upper Basic School Students in Social Studies in F.C.T Abuja.

S/N	Items	SD		D		U		A		SA		Mean
		Frq	%	Frq	%	Frq	%	Frq	%	Frq	%	
21	Education of the parent particularly of mothers has some relationship with their children school learning ability	9	2	21	5	21	5	173	45	154	40	4.1
22	Educated parents are able to identify with the school learning experience of the children	10	2	22	5	21	5	148	39	177	46	4.2
23	Uneducated parent lack the capacity to assist in the supervisor of school assignment	10	2	29	7	19	5	141	37	179	47	4.1
24	Parents and other members of the family are child first teacher	14	3	23	6	18	4	148	39	175	46	4.1
25	The parents view on education will highly determine their children view	19	5	36	9	24	6	146	38	156	40	4.0
26	What he or she learn at home affect the children like both at school and in the larger society	24	6	42	11	27	7	136	37	149	39	3.9
27	Educated parents encourage their children to read at home during holidays	20	5	26	6	22	5	135	35	175	46	4.1
28	Educated parents influenced the future career of their children	26	6	39	10	32	8	135	35	146	38	3.8
29	Uneducated parents don't reward their children for good performance in an examination	38	10	50	13	28	7	141	37	120	31	3.6
30	Children from a highly educated family performance better in the school	32	8	50	13	35	9	135	35	126	33	3.7

Source: Field Survey 2021

The analysis in Table 6 shows the influence of parental educational background on the performance of students in social studies in Upper Basic School of FCT Abuja. Item 21 reveals that 9 respondents representing 2% strongly agreed, 21 respondents representing 5% disagreed, 21 respondents representing 5% were undecided, 173 respondents representing 45% agreed while 154 respondents representing 40% strongly agreed with the mean score 4.1. Therefore education of the parents particularly of mothers has some relationship with their children learning ability.

Items 22 reveals that 10 respondents representing 2% strongly disagreed, 22 respondents representing 5% agreed 21 respondents representing 5% were undecided, 148 respondents representing 39% agreed while 177 respondents representing 46% strongly agreed with the mean score of 4.2 which shows that educated parent are able to identify with the school learning experiences of the children. Item 23 reveals that 10 respondents representing 2% strongly disagreed, 29 respondents representing 7% disagreed, 19 respondents representing 5% were undecided, 141 respondents representing 37% agreed while 179 respondents representing 47.5% strongly agreed with the mean score of 4.1.

Item 24 reveals that 14 respondents representing 3% strongly disagreed, 23 respondents representing 6% disagreed, 18 respondents representing 4% were undecided, 148 respondents representing 39% agreed while 175 respondents representing 46% strongly agreed with the mean score of 4.1. Therefore, parents and other members of the family are child first teacher. Items 25 reveals that 19 respondents representing 5% strongly disagreed, 36 respondents representing 9% disagreed, 24 respondents representing 6% were undecided, 146 respondents representing 38% agreed while 153 respondents representing 40% strongly agreed with the mean score of 4.0. Item 26 reveals that 24

respondents representing 6% strongly agreed, 42 respondents representing 11% disagreed, 27 respondents representing 7% were undecided, 136 respondents representing 36% while 149 respondents representing 39% strongly agreed with the means score of 3.9. It shows that what he or she learn at home affect the child live both at school and the larger society. Item 27 reveals 20 respondents representing 5% strongly disagreed, 26 respondents representing 6% disagreed, 22 respondents representing 5% were undecided, 135 respondents representing 35% agreed while 175 respondents representing 46% strongly agreed with the mean of 4.1. Therefore, educated parent encourage their children to read at home during holiday.

Item 28 reveals 20 respondents representing 6% strongly agreed, 39 respondents representing 10% disagreed, 32 respondents representing 8% were undecided, 135 respondents representing 35% agreed while 146 respondents representing 38% strongly agreed with the mean score of 3.8. Item 29 reveals that 38 respondents representing 10% strongly disagreed 50 respondents representing 13% disagreed, 28 respondents representing 7% were undecided, 141 respondents representing 37% agreed while 120 respondents representing 31% strongly agreed with the mean score of 3.6. Which shows uneducated parents don't reward for good performance in an examination.

Item 30 reveals that 32 respondents representing 8% strongly disagreed, 50 respondents representing 13% disagreed, 35 respondents representing 9% were undecided, 135 respondents representing 35% agreed while 126 respondents representing 33% strongly agreed with the mean score of 3.7.

Research Question Four: What is the Influence of Family Income on the Performance of Upper Basic School Students in Social Studies in FCT Abuja?

To answer research question one, frequency, percentage and mean scores were used.

Table 7: Descriptive Statistics of Influence of Family Income on the Performance of Upper Basic School Students in Social Studies in F.C.T Abuja

S/N	Items	SD		D		U		A		SA		Mean
		Frq	%	Frq	%	Frq	%	Frq	%	Frq	%	
31	Students from a higher financial parental background performance better than those from lower financial background	32	8	52	13	30	7	144	38	120	31	3.7
32	Students from socio-economic background are more punctual and dedicated to all school activities	21	5	44	11	34	9	157	41	122	32	3.8
33	Students from a higher socio-economic background have more access to all learning materials	17	4	46	12	24	6	165	43	126	33	3.8
34	Financial levels of a parents determine the learning performance of a child in the school	30	7	65	17	39	10	135	35	109	28	3.7
35	Students from a lower socio-economic background have no access to learning materials	32	8	50	13	30	7	144	38	122	32	3.7
36	Bad sexual habit of female child in the school is as a result of higher levels of parental poverty	36	9	49	13	44	11	144	38	105	27	3.6
37	Students from lower income background are limited to extra moral lesson	23	6	42	11	56	14	139	36	118	31	3.7
38	Students from a lower income background are more expose to environmental conflict and violence	25	6	45	11	41	10	164	43	103	27	3.7
39	Students from high income background at time tend to be lazy in learning activities	29	7	34	9	29	7	154	40	132	34	3.8
40	Most of the withdrawal students from school comes from a low socio-economic background of parents.	47	12	55	14	26	6	130	34	120	31	3.5

Source: Field Survey 2021

The analysis in Table 7 shows the influence of family income on the performance of student in social studies in Upper Basic School of FCT. Item 31 reveals that 32 respondents representing 8% strongly disagreed, 52 respondents representing 13% disagreed, 30 respondents representing 7% were undecided, 144 respondents representing 38% agreed while 120 respondents representing 31% strongly agreed with the total mean score of 3.7. Item 32 reveals that 21 respondents representing 5% strongly disagreed, 44 respondents representing 11% disagreed, 34 respondents representing 9% were undecided, 157 respondents representing 41% agreed while 122 respondents representing 32% strongly agreed with the mean score of 3.8. Item 33 reveals that 17 respondents representing 4% strongly disagreed, 46 respondents representing 12% disagreed, 24 respondents representing 6% were undecided, 165 respondents representing 43% agreed while 126 respondents representing 33% strongly agreed with the mean score of 3.8. It shows that students from a higher socio-economic background have more access to all learning material.

Item 34 reveals that 30 respondents representing 7% strongly agreed, 65 respondents representing 17% disagreed, 39 respondents representing 10% were undecided, 135 respondents representing 35% while 109 respondents representing 28% strongly agreed with the mean score of 3.6. Which shows that financial levels of a parents determines the learning performance of a child in the school.

Item 35 reveals that 32 respondents representing 8% strongly disagreed, 50 respondents representing 13% disagreed, 30 respondents representing 7% were undecided, 144 respondents representing 38% agreed while 122 respondents representing 32% strongly agreed with the mean score of 3.7.

Item 36 reveals that 36 respondents representing 9% strongly disagreed, 49 respondents representing 13% disagreed, 44 respondents representing 11% were undecided, 144 respondents representing 38% agreed while 105 respondents representing 27% strongly agreed with the mean of score of 3.6. Item 37 reveals that 23 respondents representing 6% strongly disagreed, 42 respondents representing 11% disagreed, 56 respondents representing 14% were undecided, 139 respondents representing 36% agreed while 118 respondents representing 31% strongly agreed with the mean score of 3.7. Therefore, student from lower income background are limited extra moral lesson.

Item 38 reveals that 25 respondents representing 6% strongly disagreed, 45 respondents representing 11% disagreed, 41 respondents representing 10% were undecided, 164 respondents representing 43% agreed while 103 respondents representing 27% strongly agreed with the mean score of 3.7. Which shows that student from lower income background are more expose to environmental conflict and violence in the compound.

Item 39 reveals that 29 respondents representing 7% strongly disagreed, 34 respondents representing 9% agreed, 29 respondents representing 7% were undecided, 154 respondents representing 40% agreed while 132 respondents representing 34% strongly agreed with the mean of 3.8.

Item 40 reveals that 47 respondents representing 12% strongly disagreed, 55 respondents representing 14% disagreed, 26 respondents representing 6% were undecided, 130 respondents representing 34% agreed while 120 respondents representing 31% strongly agreed with the mean score of 3.5 which show that most of the withdrawal student from school comes from a low socio-economic background parents.

4.4 Testing of Hypotheses

The following null hypotheses were raised and tested using regression analysis at 0.05 level of significance. They are presented in table 4.6 to table 4.9.

Hypotheses One: Religious Beliefs have no significant influence on performance of Upper Basic School students in social studies in FCT Abuja.

Table 8: Regression Statistics on influence of Religious Beliefs on the performance of Upper Basic School Students in Social Studies in FCT Abuja

Variable	R-cal.	R-Adjusted	Std. Error	Sig
Religious Beliefs				
Performance	.088	.005	.169	.000

The analysis of results in Table 8 shows the influence of religious beliefs on the performance of Upper Basic School students in social studies in FCT Abuja. The results revealed calculated r-value of .088 with adjusted r-value of .005 at significant value of .000. This means that religious beliefs influence student's performance by 8.8% and a unit increase in religious beliefs will influence student's performance by 5%. Since the calculated p-value of .000 is less than the alpha value of 0.05, the null hypotheses is rejected. This implied that religious beliefs influence the performance of JSS students in social studies.

Hypotheses Two: Cultural Beliefs have no Significant Influence on Performance of Upper Basic School Students in Social Studies in FCT Abuja.

Table 9: Regression Statistics on Influence of Cultural Beliefs on the Performance of Upper Basic School Students in Social Studies in FCT Abuja

Variable	R-cal.	R-Adjusted	Std. Error	Sig
Cultural Beliefs	.198	.037	.298	.000
Performance				

The analysis of results in Table 9 shows the influence of cultural beliefs on the performance of Upper Basic School students in social studies in FCT Abuja. The results revealed calculated r-value of .198 with adjusted r-value of .037 at significant value of .000. This means that cultural beliefs influence student's performance by 19.8% and a unit increase in cultural beliefs will influence student's performance by 3.7%. Since the calculated p-value of .000 is less than the alpha value of 0.05, the null hypotheses is rejected. This implied that religious beliefs have influence on the performance of JSS students in social studies.

Hypotheses Three: Parental Educational Background have no significant influence on performance of Upper Basic School students in social studies in FCT Abuja.

Table 10: Regression Statistics on Parental Educational Background on the performance of Upper Basic School Students in Social Studies in FCT Abuja

Variable	R-cal.	R-Adjusted	Std. Error	Sig
Parental Educational	.242	.056	.208	.000
Background				
Performance				

The analysis of results in Table 10 shows the influence of cultural beliefs on the performance of Upper Basic School students in social studies in FCT Abuja. The results revealed calculated r-value of .242 with adjusted r-value of .056 at significant value of

.000. This means that cultural beliefs influence student’s performance by 24% and a unit increase in cultural beliefs will influence student’s performance by 5%. Since the calculated p-value of .000 is less than the alpha value of 0.05, the null hypotheses is rejected. This implied that religious beliefs influence the performance of JSS students in social studies.

Hypotheses Three: Parental Educational Background have no significant influence on performance of Upper Basic School students in social studies in FCT Abuja.

Table 11: Regression Statistics on Family Income on the Performance of Upper Basic School Students in Social Studies in FCT Abuja

Variable	R-cal.	R-Adjusted	Std. Error	Sig
Family Income	.232	.051	.221	.000
Performance				

The analysis of results in Table 11 shows the influence of cultural beliefs on the performance of Upper Basic School students in social studies in FCT Abuja. The results revealed calculated r-value of .232 with adjusted r-value of .051 at significant value of .000. This means that cultural beliefs influence student’s performance by 23.2% and a unit increase in cultural beliefs will influence student’s performance by 5.1%. Since the calculated p-value of .000 is less than the alpha value of 0.05, the null hypotheses is rejected. This implied that religious beliefs have influence on the performance of JSS students in social studies.

4.5 Summary of Findings

1. Findings revealed that religious beliefs have positive influence on performance of Upper Basic Schools students in social studies and the influence is statistically significant as confirmed by the test of hypotheses one (.000).
2. Cultural beliefs have positive influence on performance of Upper Basic School students in social studies and the influence is statistically significant as confirmed by the test of hypotheses two (.000).
3. parental educational background have positive influence on performance of Upper Basic School students in social studies and the influence is statistically significant as confirmed by the test of hypotheses three (.000).
4. Family income have positive influence on performance of Upper Basic School students in social studies and the influence is statistically significant as confirmed by the test of hypotheses four (.000).

4.6 Discussion of Finding

The result of research question one revealed that religious beliefs have positive influence on performance of Upper Basic School Students in Social Studies and the influence is statistically significant as confirmed by the test of hypotheses one (.000). This is in agreement with the finding of Audi (2013), who reported that Muslim women education has implication on the development of the state and that most of them that are not highly educated are referred to work in public service so that they can give there share of contribution to the development of the state based on this finding the following recommendation were made, orientations should be given especially the rural dwellers so

that the negative attitude towards women education planted by customs and tradition in their mind should be change positively.

Torto (2010), in his findings agreed that some communities religious and tradition, norms dictate that girls are to be married at a certain age and when they are still in school with no prospect of marriage when they mature, it puts the family in disgrace, the girls are therefore, pulled out of the school as soon as they reach the stage of maturity to prepare them for married, some men do not like very educated wives who may challenge their authority. When such men especially the rich, went to marry a girl, the parents preferred to pull her out of school since marriage would also solve some of the family financial problems.

The result of research question two revealed that cultural beliefs have positive influence on performance of Upper Basic School Students in Social Studies and the influence is statistically significant as confirmed by the test of hypotheses two (.000). This is inline with the findings of world vision (2010) who reported that culture dictate a number of things in an individual's life. This ranges from values, norms as well as economic activities of the society. In cases where cultural activities are highly regarded they have negative effect on formal education. It reveals that culture is passed from one generation to another, this implied that the parents view in education will highly determine their children view. World vision (2010), is in the view that culture dictate a number of things in an individual's life, this ranges from values, norms, as well as economic activities of the society. In case where cultural activities are highly regarded they have negative effect on formal education.

Torto (2010), is also in agreement that some cultural practices in some societies requires the girls staying out of the school temporary or permanently and interfere with her education, some of these tradition requires drastic measure on girls, for example Mutilations of sexual organs, and on occasion.

The result of research question three revealed that parental educational background have positive influence on performance of Upper Basic School Students in Social Studies and the influence is statistically significant as confirmed by the test of hypotheses three (.000). This is in agreement with the finding of Magdalena and Govcicova (2016), who reported that higher family education background have impact on reading activities with a child at the pre-school age as well as on children cognitive activities and early reading skills. Findings further reveals that pupils from high socio-cultural background generally perform better in school because they have fluent and productive level of language and cognitive skills development. Most parents are aware of the benefits of sending their children to schools. However, when situation arise which prevent them from educating all their children, girls are usually the one who are not enrolled and when there is no immediate benefit for such education, boys also are pulled out for farm work or income generating activities like trade, fishing, house breakers at night. It was further observe that it's more beneficial to formally educate a boy than a girls, hence girls only need to be educated and trained in house chores to prepare them for married still persist. Girls are denied from their right to education hence get married as early as possible.

The result of research question four revealed that family income have positive influence on performance of Upper Basic School Students in Social Studies and the influence is statistically significant as confirmed by the test of hypotheses four (.000). This is in

agreement with the finding of Odiachi (2012), the social economic background of a parent has positive impact on the academic performance of studies, and this implies parents with high socio-economic status provide adequate care with regard to child education. this is in line with the view Bobonis (2010), that poverty has elastic effects on children academic works as they lack enough resources and funds to sponsor their education and good school, good housing facilities and medical care together with social welfare services. That poverty of the parents has made education and learning impossible for children especially disable children in the rural areas.

N.S.G.R.P (2011), who lamented that poverty has further caused other problems such as disease, frustration, poor performances and psychological problem. Ipaye (2012), in the same opined that poverty syndrome impose by economic crunch, maladministration, corruption and emergency closure of firms has imposed hardship among parents workers, they in turn have not been able to provide adequately for the basic functional social and academic need of students, many students have thus abandoned school to engage in commercial sex or child labour to make ends meet to support self and others. By this they spend much time on this acts than schooling.

Also, Shittu (2010), view that poor parental care with gross deprivation of social and economic needs of a child, usually yield poor academic performance of the child, on the other hand, where a child suffers parental and material deprivation and care do to divorce, death or absconding of one of the parents, the child schooling many be affected as the mother many not be functionally buoyant to pay school contribution to purchase books and uniform, such student many play truant, thus his performance in school may be adversely affected. Likewise, good parenting supported by strong economic home

background could enhance strong academic performance of a child. This further predict academic performance where the child is properly counselled in the choice of his or her course and vocation that matches his mental ability interest and capacity.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter concludes the research on the study evaluates the influence of socio-cultural factors on the performance of students in social studies in Upper Basic Schools of FCT Abuja, with summary of the research report. The chapter also presented a conclusion, recommendations, and suggestions for further research.

5.2 Summary

The study evaluates the influence of socio-cultural factors on the performance of students in social studies in Upper Basic schools in FCT Abuja. The study was structured into five chapters. Chapter one titled introduction comprised background to the study, statement of the problem, objectives of the study, research questions, research hypotheses, significance of the study and scope of the study.

Chapter two consisted of the review of related literature, the related literature review are conceptual framework, theoretical frame work, basic concepts of social learning, social contexts of development, social factors affecting academic performance, poverty, cost sharing and academic performance. Also residential status of some of the students, environmental challenges, response to environmental challenges, other related factors for academic performance, transition from junior secondary school to senior secondary school, ways in which some socio-cultural factors affect academic performance, concept of culture, education and culture, cultural factors and their impact on formal education, socio-economic factors and their impact on formal education, Nigeria educational system,

the history of social studies in Nigeria. Also, concept of social studies in Nigeria education, the role of social studies in Nigeria, the challenges of social studies, indigenous social studies in Nigeria, social studies in the colonial era, social studies after independence, review of related empirical studies and summary.

Chapter three deals with introduction, research design, population of the study, sample and sampling techniques, instrumentation, validity of the instrument, pilot test, reliability, procedure for data collection, procedure for data analysis.

Chapter four covered introduction, answers to research questions, testing of hypotheses, hypotheses one, hypotheses two, hypotheses three, hypothesis four, summary of major findings and discussion of findings.

Chapter five consisted of summary, conclusion, recommendations, contribution to knowledge and suggestion.

5.3 Conclusion

Based on the findings, it has been revealed that socio-cultural diversity is a strong determinant of students' academic performance in social studies. After carrying out the analysis, the result showed that social diversity significantly relate to students' performance. This is an indication that, if students have good social standing with them and the society, they will certainly do well in Social Studies but if in the process of socialization, they develop deviant behaviours, it will as well affect them in school outcomes. The same is applicable to the cultural differences. If students are from a culture where, they are not allowed to respond to adult, speak out their minds and take informed decisions, it will affect their performance negatively. However, if the reverse is the case, it will help them positively in their academic performance.

The study concluded that religious beliefs, cultural beliefs, parental educational background and family income have positive influence on the performance of social studies students in Upper Basic Schools in FCT- Abuja.

5.4 Recommendations

The cultural variations among learners especially the differences within subcultures should be taken into consideration by teachers while teaching. Also, learners should be encouraged to interact with one another even though they are diverse, since they exist among learners the introvert, and the extrovert. This is because the way a student gets on with his class members affects his learning. Based on the outcome of the study, the researcher recommended that:

1. Religious practices should be encouraged in Upper Basic Schools since it has positive influence on students' performance in F.CT-Abuja.
2. Cultural practices should be putting into more consideration by curriculum planners during curriculum review since it has positive influence on student's performance in Upper Basic Schools in F.C.T-Abuja.
3. Parents should improve on their educational attainment since it has positive influence on student performance in Upper Basic Schools in F.C.T-Abuja.
4. Parents should improve on their payment of school fees and levies since financial income has positive influence on performance of students in Upper Basic Schools in F.CT-Abuja.

5.5 Contributions to Knowledge

Based on the findings of this study, it was established to the body of knowledge that:

1. Performance of Upper Basic students in social studies in F.C.T Abuja is influenced by their religious beliefs because the beliefs encourage morality among the students.
2. Cultural beliefs of Upper Basic students in social studies do not impede their performances in F.C.T Abuja because culture promotes positive habits among students.
3. The educational background of parents of Upper Basic students is related to their performances in social studies in F.C.T Abuja.
4. Family income influences performance of Upper Basic students in social studies because the students are provided with the needed materials for learning.

5.6 Suggestion for Further Studies

Based on the study, the researcher suggested the followings.

1. Influences of socio- cultural factors on the performance of students in social studies in private schools FCT Abuja
2. Influences of socio-cultural factors on the interest and performance of pupils in creative art and culture in Lower Basic Education in Niger State and
3. Socio-cultural diversity as determinant of Social Studies students' academic performance in Kaduna State, Nigeria.

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APPENDIX I

RESPONDENT LETTER

**QUESTIONNAIRE ON THE INFLUENCE OF SOCIO-CULTURAL FACTORS
ON THE PERFORMANCE OF STUDENTS IN SOCIAL STUDIES IN UPPER
BASIC SCHOOLS OF F.C.T. ABUJA**

Department of Educational
Foundations and Curriculum
Faculty of Education
Ahmadu Bello University,
Zaria
25th -2 - 2020

Dear Sir/Madam,

REQUEST TO FILL QUESTIONNAIRE

I wish to solicit for your assistance in collecting necessary data on a research topic: The Influence of Socio-Cultural Factors on the performance of students in social studies in Junior Secondary Schools of Federal Capital Territory (F.C.T) – Abuja. This research work is purely an academic exercise and the information gathered in this questionnaire will be treated with confidentiality.

Your honest response would help to improve the Student's Academic Achievement in Social Studies in Junior Secondary Schools in F.C.T. – Abuja.

Thank you

Yours Faithfully
Mohammed Yunusa Isa

SECTION A: RESPONDENTS BIODATA

INSTRUCTION:

NOTE: Please Tick (√) in the appropriate box that relate to you and some information where necessary.

1. School Type: Day () Boarding ()
2. Gender: a. Male () b. Female ()
3. Age Status.
 - a. 12 – 14 years ()
 - b. 15 – 16 years ()
 - c. 17 – 18 years ()
4. Location of School: a. Urban () b. Rural ()

SECTION B: Data Analysis and Presentation

NOTE: Kindly tick [] this option that agree with your level of agreement with each of the statement note:

- SA** = Strongly Agreed
A = Agreed
U = Undecided
D = Disagreed
SD = Strongly Disagreed

RQ 1: Items on the Influence of Religious Beliefs on the Performance of Students in Social Studies in Upper Basic School of F.C.T.- Abuja.

S/N	ITEMS	SA	A	U	D	SD
1	Some parents see Western education to be prohibited.					
2	Religion contents cannot be separated from the teaching of social studies					
3	Students from highly religious home background often disputes the teaching of religious contents in Social Studies					
4	Social Studies teachers faces challenges when teaching religious contents in Social Studies in a highly religious environment.					
5	Religion and Social Studies go hand in hand in the enlighten and formation of the human mind					
6	Religion and Social Studies education are vital tools, when fully harmonized could liberate the contemporary man from irrational propaganda of false ideology.					
7	The teaching of religious contents have historically socialized people's behavior and morality					
8	Moral values can be accomplished only with the teaching of religious contents in Social Studies					
9	The exclusion of religion content from Social Studies would place a big question mark on how good morals will be inculcated in the society.					
10	Social Studies curriculum did not promote religious tolerance and peaceful co-existence among J.S.S. Students.					

RQ 2: Items on the Influence of Cultural beliefs on the Performance of Student in Social Studies in Upper Basic School of F.C.T.-Abuja.

S/N	ITEMS	SA	A	U	D	SD
11	Parent's cultural beliefs affect the learning performance of students in Social Studies.					
12	The community in which child lives has a grate influence on the teaching and learning of students.					
13	Children who learn to accept parental authority will also accept teacher's authority in school.					
14	Adult behaviour and opinion were regarded as model and sacrosanct that cannot be questioned or challenged by children and affect learning					
15	Polygamy in families has negatively affected education					
16	Where cultural heritage are highly regarded, they have negative effects on formal education					
17	Some parents culturally see female education to be irrelevant					
18	Early marriage has no negative effects on the performance of students in school					
19	Culture plays a major roles in the development of Social Studies curriculum					
20	The dogmatic nature of some culture affects the learning performance of a child in school					

RQ 3: Items on the Influence of Parental Educational Background on the Performance of Students in Social Studies in Upper Basic School of FCT-Abuja

S/N	ITEMS	SA	A	U	D	SD
21	Education of the parents particularly of mothers has some relationship with their children school learning ability					
22	Educated parents are able to identify with the school learning experiences of the children					
23	Uneducated parents lack the capacity to assist in the supervision of school assignment					
24	Parents and other members of the family are child first teacher					
25	The parents view on education will highly determine their children view.					
26	What he or she learn at home affects the child life both at school and in the larger society					
27	Educated parents encourage their children to read at home during holidays.					
28	Educated parents influenced the future career of their children					
29	Uneducated parents don't reward their children for good performance in an examination					
30	Children from a highly educated family perform better in the school.					

RQ 4: Items on the Influence of Family income on the performance of student in Social Studies in Upper Basic School of F.C.T-Abuja

S/N	ITEMS	SA	A	U	D	SD
31	Students from a higher financial parental background perform better in the school than those from lower financial background					
32	Students from a lower socio-economic background are more punctual and dedicated to all school activities					
33	Students from a higher socio-economic background and have more access to all learning materials.					
34	Financial levels of a parents determines the learning performance of a child in the school					
35	Students from a lower socio-economic background have no access to learning materials.					
36	Bad sexual habit of female child in the school is as a result of high levels of parental poverty					
37	Students from lower income background are limited to extra-family social income					
38	Students from lower income background are more exposed to environmental conflict and violence in the school compound					
39	Student from high income background at times tend to be lazy in learning activities.					
40	Most of the withdrawal students from school comes from a low socio-economic background parents.					

APENDIXII

LETTER OF INTRODUCTION



DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM
Faculty of Education
AHMADU BELLO UNIVERSITY, ZARIA

Vice-Chancellor: Professor Ibrahim Garba, B.Sc (Hons) Geology, M.Sc (Mineral Exploration) ABU, Ph.D'Geology (London), D.I.C., FNMGS
Head of Department: Dr. Musa Idris Harbau, GRU (TC), NCE, B.A.(Ed), M.Ed Admin and Planning (BUK), PhD Admin and Planning (ABU)

Our Ref: DEFC/S.25

Date:

Dear Sir,

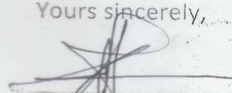
LETTER OF INTRODUCTION

The bearer, MOHAMMED YUNUSA ISA, with Registration Number PTEDFC 8006 is a student in this department. He /She is carrying out research, being part of requirement for graduation, in M.Ed CURRICULUM AND INSTRUCTION. She needs certain information in your organization. Kindly, allow him/her have access to information in your organization. The information obtained will be used for research purpose only. The topic of his/her research is

ASSESSMENT OF THE INFLUENCE OF SOCIO-CULTURAL FACTORS ON THE PERFORMANCE OF STUDENTS IN SOCIAL STUDIES IN JUNIOR SECONDARY SCHOOLS OF FCT-ABUJA

Thanks in anticipation of your kind response.

Yours sincerely,


Dr. A. A. Dada
Head of Department

Head of Department
Dept. of Educational Foundations
A. B. U. Zaria

APPENDIX III

INSTRUMENT VALIDATION FORM

DEPARTMENT OF EDUCATIONAL FOUNDATIONS & CURRICULUM
FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA

Instrument Validation Form

Dear Sir/Ma,

The candidate is a postgraduate student of Educational Foundations and Curriculum Department, Ahmadu Bello, Zaria. He/she is hereby humbly requesting your assistance in validating this research instrument. Please, grant the candidate all the necessary assistance. Thank you.

Head of Department (Signature, Date & Official Stamp)

Student's Surname: MOTAHAN Other: SINUSA ISA

Registration Number: P17P2FC Programme: M.Ed CURR INST

Title of the Instrument: Q. A. I. S. F. S. P.

Please comment on the following:

1. Appropriateness of the instrument for the research work: It is appropriate
2. Clarity and simplicity of the language used: Very clear and precise.
3. Suitability of the instrument for the level of respondent: It is suitable for the research topic
4. The extent in which the items cover the topic it meant to cover: It is satisfactory.
5. Is the instrument properly structured in line with objectives and research questions? Well constructed and completely covered.
6. Others (grammatical errors, spelling errors and others): None

7. General comment on the instrument... *Good Construction*

Suggestion(s) for improving the quality of the instrument

1.
2.
3.
4.

ATTESTATION SECTION

I hereby testify that the above named student brought his/her instrument for validation

Name of Attester: *Prof. H.S.O. Yusuf*

Designation: *Supervisor*

Name and Address of Institution:

Phone No: *08053207255* E-mail: *hammad@frc.edu*

[Signature] 12/3/20
Signature and Date

Thank You

APPENDIX IV

Required Sample Size [†]								
Population Size	Confidence = 95%				Confidence = 99%			
	Margin of Error				Margin of Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2585	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
300,000,000	384	784	1537	9603	663	1354	2654	16586

† Copyright, The Research Advisors (2006). All rights reserved.

Determining Sample Size for Research Activities" (*Educational and Psychological Measurement*#30, pp. 607-610). Paul C. Boyd (2006)

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APPENDIX V

Frequencies

Statistics

	VAR00001	VAR00002	VAR00003	VAR00004	VAR00005	VAR00006	VAR00007	VAR00008	VAR00009	VAR00010
N Valid	378	378	378	378	378	378	378	378	378	378
N Missing	0	0	0	0	0	0	0	0	0	0
Mean	3.8466	4.1190	3.5000	3.9550	4.0000	3.8624	4.1164	3.7831	3.7487	3.2354
Std. Deviation	.82259	1.06256	1.24728	1.06330	1.03519	1.11280	1.03118	1.18815	1.20248	1.44945

Frequency Table

VAR00001

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	9	2.4	2.4	2.4
2.00	34	9.0	9.0	11.4
3.00	5	1.3	1.3	12.7
4.00	288	76.2	76.2	88.9
5.00	42	11.1	11.1	100.0
Total	378	100.0	100.0	

VAR00002

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	16	4.2	4.2	4.2
2.00	28	7.4	7.4	11.6
3.00	13	3.4	3.4	15.1
4.00	159	42.1	42.1	57.1
5.00	162	42.9	42.9	100.0
Total	378	100.0	100.0	

VAR00003

	Frequen cy	Percen t	Valid Percent	Cumulative Percent
1.00	35	9.3	9.3	9.3
2.00	59	15.6	15.6	24.9
3.00	48	12.7	12.7	37.6
4.00	154	40.7	40.7	78.3
5.00	82	21.7	21.7	100.0
Tota l	378	100.0	100.0	

VAR00004

	Frequen cy	Percen t	Valid Percent	Cumulative Percent
1.00	10	2.6	2.6	2.6
2.00	45	11.9	11.9	14.6
3.00	27	7.1	7.1	21.7
4.00	166	43.9	43.9	65.6
5.00	130	34.4	34.4	100.0
Tota l	378	100.0	100.0	

VAR00005

	Frequen cy	Percen t	Valid Percent	Cumulative Percent
1.00	14	3.7	3.7	3.7
2.00	25	6.6	6.6	10.3
3.00	43	11.4	11.4	21.7
4.00	161	42.6	42.6	64.3
5.00	135	35.7	35.7	100.0
Tota l	378	100.0	100.0	

VAR00006

	Frequen cy	Percen t	Valid Percent	Cumulative Percent
1.00	17	4.5	4.5	4.5
2.00	38	10.1	10.1	14.6
3.00	47	12.4	12.4	27.0
4.00	154	40.7	40.7	67.7
5.00	122	32.3	32.3	100.0
Tota l	378	100.0	100.0	

VAR00007

	Frequen cy	Percen t	Valid Percent	Cumulative Percent
1.00	13	3.4	3.4	3.4
2.00	28	7.4	7.4	10.8
3.00	19	5.0	5.0	15.9
4.00	160	42.3	42.3	58.2
5.00	158	41.8	41.8	100.0
Tota l	378	100.0	100.0	

VAR00008

	Frequen cy	Percen t	Valid Percent	Cumulative Percent
1.00	19	5.0	5.0	5.0
2.00	56	14.8	14.8	19.8
3.00	34	9.0	9.0	28.8
4.00	148	39.2	39.2	68.0
5.00	121	32.0	32.0	100.0
Tota l	378	100.0	100.0	

VAR00009

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	26	6.9	6.9	6.9
2.00	49	13.0	13.0	19.8
3.00	29	7.7	7.7	27.5
4.00	164	43.4	43.4	70.9
5.00	110	29.1	29.1	100.0
Total	378	100.0	100.0	

VAR00010

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	71	18.8	18.8	18.8
2.00	63	16.7	16.7	35.4
3.00	36	9.5	9.5	45.0
4.00	122	32.3	32.3	77.2
5.00	86	22.8	22.8	100.0
Total	378	100.0	100.0	

Statistics

	VAR000 11	VAR000 12	VAR000 13	VAR000 14	VAR000 15	VAR000 16	VAR000 17	VAR000 18	VAR000 19	VAR000 20
N Valid	378	378	378	378	378	378	378	378	378	378
Missing	0	0	0	0	0	0	0	0	0	0
Mean	3.7275	4.1349	4.2646	3.8571	3.7831	3.7407	3.8307	3.4418	3.9339	3.8757
Std. Deviation	1.23492	.88626	.90026	1.11689	1.24697	1.18858	1.21568	1.48129	1.13697	1.17800

Frequency Table

VAR00011

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	34	9.0	9.0	9.0
2.00	43	11.4	11.4	20.4
3.00	20	5.3	5.3	25.7
4.00	176	46.6	46.6	72.2
5.00	105	27.8	27.8	100.0
Total	378	100.0	100.0	

VAR00012

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	7	1.9	1.9	1.9
2.00	20	5.3	5.3	7.1
3.00	24	6.3	6.3	13.5
4.00	191	50.5	50.5	64.0
5.00	136	36.0	36.0	100.0
Total	378	100.0	100.0	

VAR00013

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	5	1.3	1.3	1.3
2.00	19	5.0	5.0	6.3
3.00	29	7.7	7.7	14.0
4.00	143	37.8	37.8	51.9
5.00	182	48.1	48.1	100.0
Total	378	100.0	100.0	

VAR00014

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	19	5.0	5.0	5.0
2.00	37	9.8	9.8	14.8
3.00	41	10.8	10.8	25.7
4.00	163	43.1	43.1	68.8
5.00	118	31.2	31.2	100.0
Total	378	100.0	100.0	

VAR00015

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	31	8.2	8.2	8.2
2.00	42	11.1	11.1	19.3
3.00	31	8.2	8.2	27.5
4.00	148	39.2	39.2	66.7
5.00	126	33.3	33.3	100.0
Total	378	100.0	100.0	

VAR00016

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	28	7.4	7.4	7.4
2.00	41	10.8	10.8	18.3
3.00	37	9.8	9.8	28.0
4.00	167	44.2	44.2	72.2
5.00	105	27.8	27.8	100.0
Total	378	100.0	100.0	

VAR00017

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	28	7.4	7.4	7.4
2.00	40	10.6	10.6	18.0
3.00	28	7.4	7.4	25.4
4.00	154	40.7	40.7	66.1
5.00	128	33.9	33.9	100.0
Total	378	100.0	100.0	

VAR00018

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	69	18.3	18.3	18.3
2.00	49	13.0	13.0	31.2
3.00	17	4.5	4.5	35.7
4.00	132	34.9	34.9	70.6
5.00	111	29.4	29.4	100.0
Total	378	100.0	100.0	

VAR00019

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	20	5.3	5.3	5.3
2.00	37	9.8	9.8	15.1
3.00	26	6.9	6.9	22.0
4.00	160	42.3	42.3	64.3
5.00	135	35.7	35.7	100.0
Total	378	100.0	100.0	

VAR00020

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	27	7.1	7.1	7.1
2.00	31	8.2	8.2	15.3
3.00	33	8.7	8.7	24.1
4.00	158	41.8	41.8	65.9
5.00	129	34.1	34.1	100.0
Total	378	100.0	100.0	

Frequencies

Statistics

	VAR00001	VAR00002	VAR00003	VAR00004	VAR00005	VAR00006	VAR00007	VAR00008	VAR00009	VAR00010
Valid N	378	378	378	378	378	378	378	378	378	378
Missing	0	0	0	0	0	0	0	0	0	0
Mean	4.1693	4.2169	4.1905	4.1825	4.0000	3.9101	4.1058	3.8889	3.6825	3.7222
Std. Deviation	.93441	.97476	1.01747	1.02800	1.14238	1.21544	1.13044	1.22240	1.31901	1.28223

Frequency Table

VAR00001

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	9	2.4	2.4	2.4
2.00	21	5.6	5.6	7.9
3.00	21	5.6	5.6	13.5
4.00	173	45.8	45.8	59.3
5.00	154	40.7	40.7	100.0
Total	378	100.0	100.0	

VAR00002

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	10	2.6	2.6	2.6
2.00	22	5.8	5.8	8.5
3.00	21	5.6	5.6	14.0
4.00	148	39.2	39.2	53.2
5.00	177	46.8	46.8	100.0
Total	378	100.0	100.0	

VAR00003

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	10	2.6	2.6	2.6
2.00	29	7.7	7.7	10.3
3.00	19	5.0	5.0	15.3
4.00	141	37.3	37.3	52.6
5.00	179	47.4	47.4	100.0
Total	378	100.0	100.0	

VAR00004

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	14	3.7	3.7	3.7
2.00	23	6.1	6.1	9.8
3.00	18	4.8	4.8	14.6
4.00	148	39.2	39.2	53.7
5.00	175	46.3	46.3	100.0
Total	378	100.0	100.0	

VAR00005

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	19	5.0	5.0	5.0
2.00	36	9.5	9.5	14.6
3.00	24	6.3	6.3	20.9
4.00	146	38.6	38.6	59.5
5.00	153	40.5	40.5	100.0
Total	378	100.0	100.0	

VAR00006

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	24	6.3	6.3	6.3
2.00	42	11.1	11.1	17.5
3.00	27	7.1	7.1	24.6
4.00	136	36.0	36.0	60.6
5.00	149	39.4	39.4	100.0
Total	378	100.0	100.0	

VAR00007

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	21	5.6	5.6	5.6
2.00	25	6.6	6.6	12.2
3.00	22	5.8	5.8	18.0
4.00	135	35.7	35.7	53.7
5.00	175	46.3	46.3	100.0
Total	378	100.0	100.0	

VAR00008

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	26	6.9	6.9	6.9
2.00	39	10.3	10.3	17.2
3.00	32	8.5	8.5	25.7
4.00	135	35.7	35.7	61.4
5.00	146	38.6	38.6	100.0
Total	378	100.0	100.0	

VAR00009

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	38	10.1	10.1	10.1
2.00	50	13.2	13.2	23.3
3.00	28	7.4	7.4	30.7
4.00	141	37.3	37.3	68.0
5.00	120	31.7	31.7	99.7
6.00	1	.3	.3	100.0
Total	378	100.0	100.0	

VAR00010

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	32	8.5	8.5	8.5
2.00	50	13.2	13.2	21.7
3.00	35	9.3	9.3	31.0
4.00	135	35.7	35.7	66.7
5.00	126	33.3	33.3	100.0
Total	378	100.0	100.0	

Frequencies

Statistics

	VAR00001	VAR00002	VAR00003	VAR00004	VAR00005	VAR00006	VAR00007	VAR00008	VAR00009	VAR00010
N Valid	378	378	378	378	378	378	378	378	378	378
Missing	0	0	0	0	0	0	0	0	0	0
Mean	3.7143	3.8333	3.8915	3.6085	3.7328	3.6085	3.7593	3.7275	3.8624	3.5847
Std. Deviation	1.27945	1.16366	1.13136	1.28246	1.27203	1.28453	1.18242	1.17549	1.20877	1.38559

Frequency Table

VAR00001

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	32	8.5	8.5	8.5
2.00	52	13.8	13.8	22.2
3.00	30	7.9	7.9	30.2
4.00	142	37.6	37.6	67.7
5.00	122	32.3	32.3	100.0
Total	378	100.0	100.0	

VAR00002

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	21	5.6	5.6	5.6
2.00	44	11.6	11.6	17.2
3.00	34	9.0	9.0	26.2
4.00	157	41.5	41.5	67.7
5.00	122	32.3	32.3	100.0
Total	378	100.0	100.0	

VAR00003

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	17	4.5	4.5	4.5
2.00	46	12.2	12.2	16.7
3.00	24	6.3	6.3	23.0
4.00	165	43.7	43.7	66.7
5.00	126	33.3	33.3	100.0
Total	378	100.0	100.0	

VAR00004

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	30	7.9	7.9	7.9
2.00	65	17.2	17.2	25.1
3.00	38	10.1	10.1	35.2
4.00	135	35.7	35.7	70.9
5.00	110	29.1	29.1	100.0
Total	378	100.0	100.0	

VAR00005

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	32	8.5	8.5	8.5
2.00	49	13.0	13.0	21.4
3.00	30	7.9	7.9	29.4
4.00	144	38.1	38.1	67.5
5.00	123	32.5	32.5	100.0
Total	378	100.0	100.0	

VAR00006

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	37	9.8	9.8	9.8
2.00	50	13.2	13.2	23.0
3.00	42	11.1	11.1	34.1
4.00	144	38.1	38.1	72.2
5.00	105	27.8	27.8	100.0
Total	378	100.0	100.0	

VAR00007

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	23	6.1	6.1	6.1
2.00	42	11.1	11.1	17.2
3.00	56	14.8	14.8	32.0
4.00	139	36.8	36.8	68.8
5.00	118	31.2	31.2	100.0
Total	378	100.0	100.0	

VAR00008

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	25	6.6	6.6	6.6
2.00	45	11.9	11.9	18.5
3.00	41	10.8	10.8	29.4
4.00	164	43.4	43.4	72.8
5.00	103	27.2	27.2	100.0
Total	378	100.0	100.0	

VAR00009

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	29	7.7	7.7	7.7
2.00	34	9.0	9.0	16.7
3.00	29	7.7	7.7	24.3
4.00	154	40.7	40.7	65.1
5.00	132	34.9	34.9	100.0
Total	378	100.0	100.0	

VAR00010

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	47	12.4	12.4	12.4
2.00	55	14.6	14.6	27.0
3.00	26	6.9	6.9	33.9
4.00	130	34.4	34.4	68.3
5.00	120	31.7	31.7	100.0
Total	378	100.0	100.0	

Regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.088 ^a	.008	.005	.82048

a. Predictors: (Constant), PERFORMANCES

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.566	.169		21.084	.000
	PERFORMANCES	.068	.040	.088	1.715	.087

a. Dependent Variable: RELIGIOUS.BELIEFS

Regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.198 ^a	.039	.037	1.21196

a. Predictors: (Constant), PERFORMANCE

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.584	.298		8.676	.000
	PERFORMANCE	.277	.070	.198	3.927	.000

a. Dependent Variable: CULTURAL.BELIEFS

Regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.242 ^a	.059	.056	.90782

a. Predictors: (Constant), PERFORMANCE

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.191	.208		15.371	.000
	PERFORMANCE	.232	.048	.242	4.837	.000

a. Dependent Variable: P.E.D

Regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.232 ^a	.054	.051	1.24631

a. Predictors: (Constant), PERFORMANCE

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.738	.221		12.392	.000
	PERFORMANCE	.255	.055	.232	4.617	.000

a. Dependent Variable: FAMILY.INCOM