INFLUENCE OF ACADEMIC SELF-CONCEPT, ATTITUDES AND COMPLIANCE ON ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN GOMBE STATE

BY

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DECLARATION

I hereby declare that the work in this dissertation titled Influence of Academic Self-concept, Attitudes and Compliance on Academic Performance of Secondary School Students in Gombe State, is performed by me in the department of Educational Psychology and Counseling under the supervision of Prof M. Balarabe and Prof K. Mahmoud. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this work has been presented for another degree on any other programme.

…… ……

ISAH, Habiba Date

CERTIFICATION

This dissertation entitled: Influence of Academic Self-concept, Attitudes and Compliance on Academic Performance of Secondary School Students in Gombe State, by Isah, Habiba meets the requirements governing the award of Degree of Masters of Education in Psychology in the Department of Educational Psychology and Counselling of Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to my late mother Maimuna Muhammad (Inna muna), who epitomize virtues of exemplary moral rectitude and decency. She not only encouraged me to pursue this program, she passed on barely a month after I started it. So also is my son Sheik Hassan-Yasin that I toiled with by starting this program with him when he was one year old. These symbolic things constantly remind me that no condition is permanent.

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ABSTRACT

This study focused on students' academic self-concept, attitudes and compliance on academic performance of senior secondary school students in Gombe state. The objectives of this study is to determine the relationship between academic self-concept and academic performance of the students, to determine the relationship between attitudes towards academic activities and academic performance of the students and to also determine the relationship between compliance to school rules and academic performance of the senior secondary school students. Six hypotheses were formulated. Relevant literature is viewed regarding the concepts and components. The study is a survey research which is carried out inform of correlational design, the instruments used consist of both survey and test performance which were constructed by the researcher and are tested using test retest method, a reliability coefficient of alpha level of 0.703, 0.794 and 0.699 was found for academic self-concept, attitudes towards academic activities and compliance to school rules respectively. The study used 430 samples of students. The data was analyzed using Pearson Product Moment Correlation statistics (r) and t test in finding the difference between male and female students. The result shows that, significant relationship exist in students' academic self-concept and their academic performance with a correlation index of 0.583 and p-value of 0.000, their attitudes towards academic activities and their performance at 0.507 and p=0.027, while relationship exist between compliance to school rules and academic performance at the value of 0.621 and p=0.000. The study established that significant difference does not exist between male and female students academic self-concept and their attitudes towards academic activities, while significant difference exist in their compliance to school rules, with t 7.056 and p=0.000. Some recommendations by the researcher include: Teachers should be committed to their work, establish good relationship with their students, they should be role models and demonstrate positive compliance; Parents should motivate their children to maintain positive academic self-concept, encourage their positive attitudes towards academic activities and compliance by paying attention to all their welfare issues such as school fees, books, feeding and being involved in their after school activities; Students should maintain their academic self-concept and improve their academic performance by striving to have good grades in their exams.

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OPERATIONAL DEFINITIONS OF TERMS

The following operational definitions of terms served as the reference for the language used in this study.

ACADEMIC PERFORMANCE refers to students' scores in English language and mathematics tests given to them by the researcher.

ACADEMIC SELF- CONCEPT refers to students' perception about their school and academic abilities.

ATTITUDES refer to students' beliefs, feelings and behaviour towards school and academic activities.

COMPLIANCE refers to the degree of which students respect and obey regulations and behavioural guidelines established by the school.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Self-concept has had a long history within Psychology and Education because it provides a gauge to determine the effects, academic and social functioning on the emotional wellbeing of the individual (Kevin 2008). Carl Rogers and Abraham Maslow were the first to establish the notion of self concept. According to Rogers in Burns (1978), every one strives to reach an "Ideal self". He also suggested that psychologically, healthy people actively move away from roles created by the expectations and interest of others and look within themselves for validation.

Researchers such as Alfred Mead saw no other birth place for "self" other than the society. The self of any individual develops as a result of his relationship to the processes of social activities, experience and to other individuals within those processes. The self-concept as an object arises in social interactions as an outgrowth of the individuals concern. It also deal with how others react to the individual and is generally viewed as a valued educational outcome. (Aronson,.Wilson, and Akert, 2010).

Academic Self concept also had a long history within Psychology and Education. Students' self-concept about their capabilities in school determine how well they perform in school. The perception of their self, plays a vital role in their performance. Balarabe and Bakari (2013), explained that self-concept is multi-faceted, hierarchical, organized and structured, descriptive and evaluative, stable, and yet increasingly situation specific. This explanation is consistent with the multidimensional and hierarchical models of self-concept by Shavelson, Hubner, and Stanton. Again in Balarabe and Bakari (2013), this model proposed that Academic

self concept is one of several different facets of the self that contribute to the individuals' general self-concepts.

Students in senior classes are mostly adolescents and tend to grow by being promoted from one class of the next, and so their self-concept increases. They begin to rediscover themselves more and more. Knowing the self-concept gives an opportunity for one to view himself in a unique way which probably differs from how others may perceive him. Knowing the self also helps us to build our image, ability and uniqueness. (Mcleod, 2013). The school may also develop students' self-concept which could influence their behaviuor and academic performance.

Attitude generally has roles in molding the behavior of each individual student, because its mental or neutral state of readiness is organized through experience. It exerts a directive and dynamic influence upon the individuals response to all objects or situations with which it is related. Mukherjee (2002) indicated that from experience, individuals acquire cognition and feelings or attraction about things or situations of their environment and the readiness implies that it is a kind of pre dispositions to respond, and therefore it gets operational components as well. (Mukherjee, 2002).

Attitudes are formed through conditioning. In a classical conditioning, when a new stimulus (the conditioning stimulus) is paired with a stimulus that already causes a certain reaction (the un conditioning stimulus) the new stimulus begins to cause a reaction similar to the one caused by the original stimulus. In another context, Operant conditioning is determined when we are praised, given approval or acceptance for expressing certain attitude, or are punished for expressing bad behavior, it then has a role to play in the behavior and performance of the student at school. (Kendra, 2013).

Students may form or change their attitude through the process of identification, that is, seeing himself similar to another person or group and accepting the attitude of the person or group of persons. The academic attitude of a child is often a satisfactorily predictive of his performance in school. (Mukherjee 2002).

Compliance to school rules and regulations is another factor that affect the students life in school. It involves altering the students' behaviour in order to comply to the behavioural guidelines established by the school. Thus, compliance to school rules help to adjust their behaviuor or thinking to bring it in line with some group standards, (Solomon in David, 2001). There are so many reasons why people comply to rules which may include the desire and need, to fit in, or to be accepted by others thereby maintaining order in one's life (David, 2001).

Generally, School rules are established to maintain good morals and social order and to prevent bad peer group influence within the students. Students in the Secondary Schools are mostly adolescents, and their peers greatly influence their reasoning during this period. Reflecting the importance of social acceptance to young stars of this age, much have been written about how peer conformity can create problems for early adolescents and about how good children are often corrupted by the negative influence of peers. The view that peer groups are mostly a bad influence during this period is overly accepted. Pressures from peers to comply with misconduct increases in senior secondary schools. Therefore, school rules must be maintained to shape students behaviour within the school premises and the society as a whole. (Vaster, Haith, and Miller 1995).

Accordingly, Academic self-concept, Attitudes towards academic activities and Compliance to school rules are part and parcel of both the male and female students lives in senior secondary schools. This study found out the possible relationship between these variables

(Academic Self-Concept, Attitudes and compliance to school rules) and academic performance of students in senior secondary schools in Gombe State.

1.2 Statement of the Problem

Parents, teachers, administrators and the society in general have expressed concern over adolescents' self-concept, attitudes and compliance. Most of these adolescents are found in our senior secondary schools. Students at this level increasingly develop their self-concept by seeing themselves in a very specific and a unique way probably not the way others perceived them, some of them commonly give themselves nicknames and have an exaggerated feeling of wellbeing. The students also have different attitudes towards their believes and emotions which trigger them to respond to other people, objects or events at home or at school in a certain way. Despite their feelings of the self and their different types of attitudes towards things and situations, they also found themselves in a school setting where they must comply to school rules and behavioural guidelines as established by the school and breaking these rules may lead to severe punishment. The researcher observed these factors and became interested in finding the influence of Academic self-concept, Attitudes towards academic activities and compliance to school rules on Academic performance of Senior Secondary School Students in Gombe State.

1.3 Objectives of the Study

This research is carried out to find out the following objectives

1. To determine the relationship between academic self-concept and academic performance of senior secondary school students in Gombe State.
2. To determine the relationship between attitudes towards academic activities and academic performance of senior secondary school students in Gombe State.

3. To determine the relationship between compliance to school rules and academic performance of senior secondary school students in Gombe State.
4. To determine the difference between male and females students academic self-concept in senior secondary schools in Gombe State.
5. To determine the difference between male and females students attitudes towards academic activities in senior secondary schools in Gombe State.
6. To determined the difference between male and female students compliance to school rules in senior secondary schools in Gombe State.

1.4 Research Questions

For the purpose of this research, the following questions were raised:

1. What is the relationship between academic self-concept and academic performance of senior secondary school students in Gombe State?
2. What is the relationship between attitudes towards academic activities and academic performance of senior secondary school students in Gombe State?
3. What is the relationship between compliance to school rules and academic performance of senior secondary school students in Gombe State?
4. What is the difference between male and female academic self-concept of students in senior secondary schools in Gombe state?
5. What is the difference between male and female students attitudes towards academic activities in senior secondary schools in Gombe State?
6. What is the difference between male and female students compliance to school rules in senior secondary schools in Gombe State?

1.5 Research Hypotheses

For the purpose of this research, the following hypotheses were tested:

1. There is no significant relationship between academic self-concept and academic performance of senior secondary school students in Gombe State
2. There is no significant relationship between attitudes towards academic activities and academic performance of senior secondary school students in Gombe State.
3. There is no significant relationship between compliance to school rules and academic performance of senior secondary school students in Gombe State.
4. There is no significant difference between male and female students academic self-concept in senior secondary schools in Gombe State.
5. There is no significant difference between male and female students attitudes towards academic activities in senior secondary schools in Gombe State.
6. There is no significant difference between male and female students compliance to school rules in senior secondary schools in Gombe State.

1.6 Basic Assumptions

This study is based on the following assumptions:

1. It is assumed that there is significant relationship between academic self-concept and academic performance of senior secondary school students in Gombe State.
2. It is assumed that there is significant relationship between attitudes towards academic activities and academic performance of senior secondary school students in Gombe State.
3. It is assumed that there is significant relationship between compliance to school rules and academic performance of senior secondary school students in Gombe State.

4. It is also assumed that there is significant difference between male and female students academic self-concept in senior secondary schools in Gombe State.
5. It is assumed that there is significant difference between male and female students attitudes towards academic activities in senior secondary schools in Gombe State.
6. It is also assumed that there is significant difference between male and female students compliance to school rules in senior secondary schools in Gombe state.

1.7 Significance of the Study

This study acquaints the researcher with the influence of academic self-concept, attitudes and compliance to school rules on academic performance of students in senior secondary schools in Gombe state. It also enhances and improves quality education. In addition, the study is of great significance to school psychologist and counselors, government and policy makers, school administrators, teachers, parents, students and all stake holders in education as they strive to provide qualitative education to raise a better educational standard.

School psychologist and counselors will find this work very significant because it will acquaint them with how these social psychological variables (Academic self-concept, attitudes and compliance) relates to the students' academic performance in schools. This will enable them to draw a cause of action and counseling.

The study will be significant to Government in policy making. It will help the policy makers to make decisions that can be appropriate to Teaching/learning processes. The study will also help Government in making appropriate educational decisions that will ensure quality education at all levels and particularly the senior secondary schools.

School administrators will find this study of great importance in planning school activities, implementing curriculum contents, monitoring and assisting general academic performance of students in senior secondary schools.

This study will acquaints teachers with how these variables (Academic self-concept, attitudes and compliance to school rules) influenced students' performance and it will also help teachers to pay special attention to learners particularly on these social psychological variables and their relationship to students' learning.

Parents will also benefit from the study by understanding their children more and to understand how they cope with these social psychological variables and their relationship to students learning in schools. It will also help them to provide necessary assistance for their children.

For the students, the study will help them to understand how the variables (Academic self-concept, attitudes and compliance to school rules) influence their learning and it will help them to adjust their social behavior in the school. The study will also help students in the tertiary institutions to look at the gap this research might have leaving which will create a room for further studies.

1.8 Scope and Delimitations of the Study

This study covers the variables such as academic self-concept, attitudes towards academic activities and compliance to school rules and regulations, and to also see how these variables relate with the students' academic performance in senior secondary schools. The study used Government senior secondary school students including both male and females, taking its sample from senior secondary two students (ss 2). The location of the study includes all the

Eleven local government areas of Gombe state, which are divided into five educational zones in the state. The study is therefore limited all the private schools and government junior secondary school students in the state.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The aims of this research are to investigate the influence of academic self-concept, Attitude, and compliance to school rules on academic performance of senior secondary school students in Gombe state. Therefore, it is imperative to review the related literature to the research work, knowledge of recent ideas regarding the concepts, components, types and theories related to the concepts and research investigations have been reviewed.

The conceptual framework of the study goes on to review the related literature on the following sub-headings.

- Conceptual framework
- Concept of Self-concept
- Concept of Attitude
- Concept of Compliance
- Concept of Academic Performance
- Components
- Components of the Self-concepts
- Components of Attitude
- Types of school rules and regulations
- Academic self-concept and academic performance
- Academic self-concept and Gender

- Attitudes towards academics activities and Academic Performance
- Attitudes and Gender
- Compliance to school rules and Academic Performance
- Compliance to school rules and Gender
- Gender and Academic Performance
- Theoretical Frame Work
- Adler's Theory of Self-concept
- Dissonance Theory of Attitudes
- Milgram's Theory of Obedience
- Kohlberg theory of morality
- Piaget's Cognitive Development Theory
- Review of Related Studies.
- Uniqueness of the study
- Summary

2.2 Conceptual Framework

Concept of self-concept

The term self-concept is a general term used to refer to how someone thinks about or perceives themselves. The self-concept is how we think about and evaluate ourselves. To be aware of oneself is to have concept of oneself (Saul, 2008). Baumeister (1999) provides that self-concept is the individual's belief about himself or herself including the person's attributes and who and what the self is. Lewis (1990) suggests that development of concept of self has two aspects.

- The existential self: This is the most basic part of the self-concept; the sense of being separate and distinct from others and the awareness of the constancy of self (bee 1992). The child realizes that they exist as a separate entity from others and that they continue to exist overtime and space. According to Lewis awareness of the existential self begins as young as two or three months old and arises in part due to the relation the child has with the world for example, the child smiles and someone smiles back.

- The Categorical Self: Having realized that he or she exists as a separate expiring being, the child next become aware that he or she is also an object in the world. Just as other objects including people have properties that can be experienced (big, small, red, smooth and so on) so the child is becoming aware of him or her self as an object which can be experienced which has properties. The self too can be put into categories such as age, gender, size or skill. Two of the first categories to be applied are age ("I am 3") and gender ("I am a girl") (Lewis 1990).

Burns (1978) conceives the self as a set of attitudes a person holds towards himself. According to Gross (2005) the self is a cognitive structure that permits self-reflection and organizes information about once self, he added that the self has motivational features which include self-consistency, self-evaluation and self enhancement. Self-consistency (to maintain ones existing view of oneself).

Self-evaluation (self-assessment to see oneself accurately) self enhancement (to maintain a positive image of oneself (Gross 2005). Self-concept is one of the significant psychological concepts for many of the developmental, clinical, social and specifically educational outputs. It is

in the common sense that positive self-concept may contribute positively in enhancing the academic achievement level, as it consisted of two elements, descriptive and evaluative, the first represents the individual personal belief or what can be called the self-image (Marsh, 1990).

Shavelson (1976) defined self-concept as the mental image or perception that one has of oneself and shaped during his interaction with others and the surrounding environment, this can be affected by the judgment of others as well as provided support. Moreover, he differed between the self-concept that is formed according to the individual's perceptions for his own behaviour and actions and based on others reaction (Braken, 1996). Hunt, (1997) explained in his definition seven fundamental features related to the theoretical background of self-concept (Hunt 1992) those are:-

- It is organized structure
- It is multi-dimensional, with each dimension reflecting on individual or group.
- It is hierarchical with personal behaviour in specific situation at the base, broad influences about the self in the middle and general self-concept at the apex.
- Self-concept becomes ineveasingly multidimensional as one grows older.
- Self-concept has both a descriptive and an evaluation aspect and individuals may weight dimensions differently.
- Self-concept can be differentiated from other constructs such as achievement or fitness.

Academic self-concept is broadly defined and can be thought of as a student's self-perception of academic ability formed through individual experiences and interactions with the environment (Rosen, 2010). Academic self-concept refers to individuals' knowledge and perceptions about themselves in academic achievement situation (Catherine, 2013). Academic self-concept also

refers to past-oriented perception of the self (Jeffery, Elizabeth, Ben, Jean and Robert 2010). Academic self-concept as defined by Kevin (2008), refers to an individual perception of self-efficacy in academic subjects. According to Balarabe and Bakare 92013), academic self-concept is an evaluative self-perception that is through the student's experience and interpretation of the school environment. Wigfield & Karpathian (1991), academic self-concept refers to individuals' knowledge and perceptions about themselves in academic achievement situations. Bong and skealvik (2003) states that academic self-concept primarily indicates one's self perceived ability within a given academic area.

Bong (2004) defined academic self-concept as a person's self-evaluation regarding a specific academic domain or ability. According to Redd, Brooks and Mecharvey in Hni-ju (2010) defined academic self-concept as an individual's perception of his or her level of competence or ability within academic realm. Academic self-concept is a dimension of self-concept, it is defined as relatively stable set of attitudes and feelings reflecting self-evaluation of one's ability to successfully perform basic school related tasks such as reading, writing, spelling, and mathematics. Boerma and Chapman, in Catherine (2013). Much at the literature in the area of self-concept shows a causal link between academic self-concept and academic performance. (Rawlinson, 2013).

Concept of Attitude

When social psychologist talks about some one's attitude, they refer to beliefs and feelings related to a person or an event and the resulting behaviour tendency. Taking together, favorable or unfavorable evaluative reactions towards something-often rooted in belief and exhibited in feelings and inclinations to act (Myers 2010). Sorenso in Mangal (2008) defined Attitude as particular feelings about something. It therefore involves a tendency to behave in a

certain way in situations which involve that something whether person, idea or object. It is partially rational and partially emotional and is acquired not inherent in an individual. An attitude is a predisposition or readiness to respond in a predetermined manner to relevant stimuli (Mangal, 2008). According to Elliot, Timothy & Robin (2010). Attitudes are evaluations of people, objects or ideas.

According to Allport in Mukherjee (2002), Attitude is a mental neural state of readiness, organized through experience, exerting a directive and dynamic influence upon the individuals' response to all objects or situations with which it is related. From this definition, he indicated that from experience, individuals acquire cognitions and feelings or affection about the things or situations of their environment and the readiness implies that it is a kind of predisposition to response and therefore it gets an operational component as well. Kuppuswamy (2002), Attitudes are learned in course of life experience which make the individual behave in characteristic ways towards persons, objects or issues, to which they are related.

According to Bavel and Cunningham (2012) attitude can be defined as a positive or negative evaluation of people, objects, events, activities, ideas or just about anything in your environment. Eagly and Chaiken (1998) defined an attitude as a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor. Attitude is how you express your likes and dislikes towards particular people, things, and occurrences. Attitudes can be positive, negative, or neutral. It is also common to have more than one of these feelings towards something. When that happens, for example in the case of a person both likes and dislikes something at once, say that, that person's attitude is "ambivalent" (Exforsys 2012).

According to Kendra in spark notes (2014), Attitudes are evaluations people make about objects, ideas, events or other people. Attitudes can be positive or negative. Attitude according to Dennis and John (2008) is a mixture of belief and emotion that predisposes a person to respond to other people, objects or groups in a positive or negative way. Attitudes summarize your evaluations of objects; as a result, they predict or direct future actions. They believed that, an attitude is a learned tendency to respond to people, objects, or institutions in a positive or negative way. Neil (1988) Beliefs that attitude have both and effective and a cognitive component. The effective component consists of the kinds of feelings that a particular topic arouses. The cognitive component consists of a set of beliefs about that topic.

An attitude is a relatively enduring organization of beliefs, feelings and behavioral tendencies towards socially significant objects, groups, events or symbols (Hogg and Vaughan 2005). Saul (2009) also sees attitude as a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavor (Eagly & Chaiken 1998). People tend to evaluate many aspects of the social world. Thus, a good working definition of attitudes is that attitudes are associations between attitude object (virtually any aspect of the social world) and evaluations of those objects, more simply, attitudes are lasting evaluations of various aspects of the social world they are evaluations that are stored in memory (Baron and Byrne 1997). Operationally in this research, Attitude is defined as students' feelings, beliefs and behaviour towards school.

Concept of Compliance

According to Kendra Cherry (2013), compliance refers to changing one's behavior due to the request or direction of another person. It is going along with the group or changing a behaviour to fit in with the group, while still disagreeing with the group. Compliance also refers to a change

in behavior that is requested by another person or group; the individual acted in some way because others asked him or her to do so (but it was possible to refuse or decline) (Breckler, Olson & Wiggins, 2006). Compliance also refers to a state in which someone or something is in accordance with established guidelines, specifications or legislation. (Margaret 2000). Compliance is the process which ensures that a set of people are following a given set of rules. The rules are refers to as the compliance standard if compliance benchmark. (Kassin, Fain & Mark, 2011). Cialdini (2007) opined that, compliance is the term which describes the ability of act according to an order set of rules or request. Weiten, Dunn & Hammer (2011) explain that compliance is all about conforming to the controls and procedures imposed to an individual or group by appropriate laws or rulings.

The term compliance describes the ability to act according to an order, set of rules or request. Compliance is a change in behaviour or belief to accord with others. (Myers 2010) According to Saul (2007), the term compliance is often used to indicate an agreement to the majority position, brought about either by a desire to fit in or be liked (normative) or because of a desire to be correct (informational), or simply to conform to a social role (identification).

Crutchfield (2014), affirmed that conformity can also be defined as yielding to group pressures. Group pressures may take different forms, such as bullying, persuading, teasing etc. conformity is known as majority influence. According to Baron and Byrne (1997) conformity is pressures to go along with the crowd, to behave in the same manner as other persons in one's group or society.

Compliance involves changing your behaviours in order to "fit in" or "go a long" with the people around you. In some cases, this social influence might involve agreeing with or acting like the majority of people in a specific group or it might involve behaving in a particular way in

order to be perceived as "normal" by the group. (Cherry 2006). According to Brecklar, Olson and Wiggins (2006), compliance is the general concept and refers to any change in behaviour caused by another person or group, the individual acted in some way because of influence from others. Compliance is limited to changes in behaviour caused by other people.

Compliance according to Eysenck (2004) is yielding to group pressure, something which nearly all of us do some of the times. Conformity is also adjusting our behaviour or thinking to bring it into line with some group standard. (David 2001). Operationally in this research, conformity is defined as the extent to which students respect and obey rules and behavioural guidelines established by the school.

Concept of Academic Performance

Academic performance fulfils a number of purposes which include areas of achievement and failure in student's academic career. It is also evaluated in order to foster improvement and makes full use of the learning process. Academic performance is a measurement of success or how well as student meets standards set out by the institution it self (Bell, 2014). Academic performance is how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers, it is also the ability to study and remember facts and being able to communicate your knowledge verbally or down on paper (Siva 2009).

Blair (1975) stated that for schoolwork to be meaningful, it should relate to the pupils background. He stated that children cannot do real thinking on the bases of abstractions alone. As long as words refer to objects or situation at some time presents to the senses, the meaning is simple and secure. What causes the difficulty is that the high-order abstractions go further and further from realities or concrete experiences. Sharp in his studies confirmed that a good home does not mean where parents are clever and bookish, but that parents who have difficulties in

reading can still provide their children with helpful stimulating backgrounds. He said that what is important is that the parents concern in their children's educational development. In doing this the parent are laying a good foundation for the children's educational development.

According to Taiwo (1981), it is only when the home performs it educational functions that the foundation of academic achievement is laid in children that the community utilize these potentiality to enrich children's cultural heritage. Most of the studies cited confirmed the importance of parents influence in their children's academic performance. The home should provide the children with adequate motivation, encouragement, support, guidance and educational gadgets such as computers, books, television, writing materials to mention but few.

According to Sharm (2012), academic performance is how well a student is accomplishing his or her tasks and studies, but there are quite a number of factors that determined the level and quality of students' academic performance, these factors include Grades, Attendance and Extracurricular activities. Grades are certainly the most well-known indicator of academic performance; grades are the students "score" for their classes and overall tenure. Grades are most often a tally or average of assignment and test score.

Attendance; it will be difficult to perform well in class if the student doesn't attend. In schools, attendance is compulsory and numerous, unexcused absence may lead to notifying students' parents, makeup work for miss assignments or test. Extra –curricular activities are those that fall outside the realm of the normal curriculum of school. Extra curriculum activities appeal to students' interest. Mohoney and cairns in John (2002) conducted a research and discovered that a wider choice of activities resulted in a stronger effect because students' individual interests were more likely to be met.

Bee (2014) defined academic performance as the attainment obtained by a child from lessons taught which may include experiences, knowledge, skills and the like. He explained that the child's good or poor performance does not depend on any attributes that the child is born with, but he has complex responses to his family, his home environment, his social contacts, his teachers and the overall climate of his school and assessment procedure.

Components

Components of the Self-Concept

Carl Rogers (1959) believes that the self-concept has three different components.

- The view you have of yourself (Self-image).
- How much value you place on yourself (self-esteem or self-worth).
- What you wish you were really like (ideal self).

Self-image (What you see in yourself). This does not necessarily have to reflect reality. Indeed a person with anorexia who is thin may have a self-image in which the person believes they are fat. A person's self-image is affected by many factors such as parental, influences, friends etc Kulin (1960) investigated the self-image by using the twenty statements Test. He asked people to answer the question "Who and I" in twenty different ways. He found that the responses could be divided into two major groups. These were social roles (external or objective aspects of oneself such as son, teacher, friends and personality traits (internal or affective aspects of one self such as gregarious, impatient, and humorous). The list of answers to the questions (Who Am I?) include examples of the following four types of responses.

- Physical description: I'm tall, have blue eyes….etc

- Social roles: I'm social being whose behaviour is shaped to some extent by the roles one play. Such roles as student, housewife, or member of the football team not only help others to recognize use but also help us to know what is expected of us in various situations.
- Personal Traits: These a third dimension of our self-discretion "I'm impulsive …. I'm generous etc).
- Existential statement (abstract ones): These can range from "I'm a child of the universe" to "I'm a human being etc.

Typically young people describe themselves more in terms of such personal traits, whereas older people feel defined to a greater extent by their social roles. (Kuhn, 2013).Self-esteem and self-worth (the extent to which you value yourself). In psychology, the term self-esteem is use to describe a person's overall sense of self-worth or personal value, self-esteem is often seen as a personality trait which means that it tend to be stable and enduring. Self-esteem can involve a variety of beliefs about the self, such as the appraisal of one's own appearance, beliefs, emotions and behaviour (Kendra 2014). Self-esteem according to Rogers (1991) refers to the extent of how much we value our selves. Self-esteem always involves a degree of evaluation and we may have either a positive or negative self-esteem.

Research has shown key differences between individuals with high and low self-esteem. For example people with high self-esteem focus on growth and improvement, whereas people with low self-esteem focus on not making mistakes in life. Low self-esteem has been shown to be correlated with a number of negative outcomes, such as depression (silver and Salsali 2003).

Rosen berg and Owen in Seoul (2014) offer the following description of low self-esteem

people based on empirical research. People with low self-esteem are more troubled by failure and tend to exaggerate events as being negative while high self-esteem is the opposite (Rosenberg & Owen in Seoul 2014).

I deal self (what you'd like to be). If there is a mismatch between how you see you're self (e.g. you're self-Image) and what you'd like to be (e.g. your ideal self), then this is likely to affect how much you value yourself. Therefore, there is an intimate relationship between self-image, ego-ideal and self-esteem (Seoul 2014). A person ideal self may not be consistent with what actually happens in life and experience of the person's ideal self and actual experience. This is called congruence.

Components of Attitudes

Kelvin in Mukherjee (2002) suggests three component of an attitude which include cognitive, affective and behavioral. The ways in which we form our attitudes are somewhat similar to the ways in which we are persuaded to change them. Attitudes have both an affective and a cognitive component including behavioral (Weil 1988).

Cognitive Component of Attitudes

It is the belief segment of an attitude. When someone forms an opinion or perception about any person, object, or situation; the cognitive component comes into play. The opinion may be favorable or unfavorable, positive or negative for example, if a person says "life is unfair", he is referring to his opinion about how he perceives what life is.

Affective Component of Attitudes

Affective component of attitudes can be very strong and pervasive. It is the feeling segment of an attitude when someone attaches his/her emotions to the opinion that has been

formed about any person, object, or situations; the effective component comes in to play. Example, if a person says “I hate the fact that life is unfair” he is connecting an emotions through hatred, to his opinion of life being unfair.

Behavioural Component of Attitudes

As the ward implies, it’s the behaviour segment of an attitude, when a person attaches a desire to behave or act in a certain way based on the emotions he has attached to the opinion about any persons, object or situations the behavioural component comes in to play, for example, if a person says “I am going to hurt myself and others if life doesn’t stop being unfair to me” he is reflecting a desire to act by hurting himself and others based on how he perceives life to be and the emotions he has attached to this perceptions (Carlson 1988).

Types of School Rules and Regulations

School rules and regulations are made not to be broken. School rules are made to be safety and better welfare for the students in school and to promote good behaviuor among the students and to maintain the good image of the school. Parents send their children to school in order for them to learn not only academic values but also moral values which will mold their character and values expected from them by other people. (Alramolina 2010). Some of the school rules and regulations are:

Discipline

School discipline is the system of rules, punishments and behavioural strategies appropriate to the regulations of children or adolescent and the maintenance of order in schools (Brawn, 2000) Its aim is to control the students actions and behaviour, these rules may for example defined the expected standards of clothing, time keeping, social conduct and work ethic. Saint (1999)

believes that discipline is one of the most important in education which should eventually be internalized. Discipline is the training that develops self-control, orderliness, and character. The basic of all discipline is the principal of respect to oneself, the teachers and for all students. According to school standard and framework (Act 1998). Behaviour and discipline in schools, teachers can discipline students whose conduct falls below the standard which could reasonably be expected of them. This means that, if students misbehaves, breaks a school rule or fail to follow reasonable instructions, the teacher can impose a punishment on that student.(School Standard and Frame Work 1998).

Punctuality/Attendance

Punctuality is an important part of self-discipline and is essential to good time management (Plumstock 2013). All students should aimed for 100% attendance in order to learn. Research shows that high attendance is reflected in better achievement. All children are likely to be late for school at some time in their school career. However persistent poor time keeping is disruptive to the individual and to the work of the class and may be an early warning of other difficulties. (Lubavitch 2014).

Task Commitment

Commitment is defined as a high level of attachment to an organization (Crosswell 2006). In any educational institution student is the most important element, and the teaching and learning is a complex and demanding career that requires intense dedication. (Celep 2001). Motivation, which is one of the leading factors in educational achievement, can be easily maintained by commitment. As long as teachers sustain their personal commitment to teaching profession

through creating an effective learning environment, they can influence students learning, and enhance student's performance and the students will be more motivated.

Academic Self Concept and Academic Performance.

Kaluger and Clifford in Vincent and Simon (2005) says that, academic self-concept influence a child's learning and in turn leaning experience can influence academic self-concept. A child's learning may be distorted by his self-image. To them, the dimensions of self-concept seem to entail self-esteem, adding that factors like self-autonomy and body image have a lot to do with academic performance. Relating anxiety to self-concept, they argued that anxious children usually have pioneer self-concept than the confident ones.

Vincent and Simon (2005) carried out a research on students' academic self-concept and school achievement correlated in all grades. To improve the academic performance of poorly achieving children, they recommend the enhancement of children's self-concept. They persuaded parents not to make disparaging or negative remarks about children's school work, rather they should give them encouragement and praise for any school achievement. Such a treatment, which would be without the knowledge of the children or their teachers, would result in improved academic self-concept and school achievement.

On the other hand, a child who thinks negatively about his abilities in academic work tends to perform poorly. In such a se, he may be ashamed of these poor abilities and may despair. Also a child with low self-concept will not try hard in class and his teacher is consequently

unlikely to regard him with any particular enthusiasm. Lovell (1973) has also assed academic self-concept and its influence on learning. (Vincent and Simon 2005).

Coon and Mitterrer (2008) agree that self-concept influence behaviours such as school performances, level of aspiration, and mental health. To him it has a circular effect because it corroborates and supports the already existing beliefs about self and so tends to maintain and reinforce its own existence. The characteristics that support self relate to both positive and negative self-concepts and make it difficult for self-concept to alter once established. He therefore recommends teachers to help children in changing their academic self-concept to a positive perceptions towards academic believes and activities.

Developmental studies suggest that self-concept emerged as a result of cognitive and social development, it consist of information related to self-cognition which is a means used by the individual to interpret and understand his experiences and behaviours. For example, the academic self-concept among students is affected by their parents' expectations about their academic abilities (Oyserman, 2001). Achieving the effective functional performance includes the positive perception of the individual for himself, and due to the huge amount of experience gained in school, the academic performance is considered as the most important factors affecting the individuals' perceptions and realization. (Hunt 1997).

Academic Self-Concept and Gender

Self-concept is a multidimensional concept; it interacts with many areas of the individuals as the imaged perceived by the individuals about their other behaviours, actions and other people reactions towards those behaviours in many situations. Despite the gender differences and perception formed by the individual about him/herself, due to the differences in those situations

of gender difference, they are integrated in a sequenced hierarchy, since the individuals perception about themselves extent from sub-domains to form the general self-concept.

Regarding individual beliefs about themselves, male and female seemed to be more alike than they are different. This was explained in the light of increased flexibility in gender roles. According to Abdullahi (2010) female students have higher self-concept than the male students especially those in private schools.

Considering the concepts of the self-concept and gender, gender roles everywhere have tended to limit women's rights and power. There are no human societies in which women dominate men (Myers, 2001). Gender Schema theory combines social learning theory with cognition: out of your struggles to comprehend the world came concepts or Schemas, including a schema for your own gender (Ben 1993) through which you view your experiences. Society assigns each of us-even those few whose biological sex is ambiguous at birth to a gender, the social category of a male or female. The inevitable result is our strong gender identity, our sense of being male or female. To varying extend boys and girls become aware of their sex different by developing their self-concept taking consideration of their gender difference. Rumney suggests that some boys more than others exhibit traditionally masculine traits and interest, having the believed of being a boy and some girls more than others become distinctly feminine with a developed self-concept of being a girl (Romney, 1991).

Self-concept and gender relatively works together living the boys with the belief that they are masculine while the girls with a total belief of being feminine. In fact, even when their families discourage traditional gender typing, children organize themselves into "boy worlds" and "girl worlds" each guided by rules for what boys and girls do. At schools, academic self-concept of

male and female students depends on their capabilities of accomplishing different tasks given to them by their teachers.

Attitude towards Academic Activities and Academic Performance

Fishbein (1975) explained the relationship between attitude and academic performance; he constructed a value-expectancy model by arguing that a person's attitude determined his/her intended behavour, which could ultimately affect the outcome. Based on the model, he stated that a person would hold certain attitudes towards an object by evaluating it. After going through this process, the person then decides whether to hold a favorable or unfavorable view towards it. Indeed, such a positive or negative attitude could further influence the person intentions to engage in various behaviour with regard to that particular object. (Fishbein and Ajzen 1975). Based on the persons intended behaviour, this could be regarded as a significant predictor of the academic performance.

According to Reynolds and Walberg (1992) there was a general consensus that attitude could be regarded as a significant predictor of one's academic performance. Most of these researches illustrated the more positive ones attitude towards an academic subject, the higher the possibility for him/her to perform well academically. Their research also shows that student's attitude was highly correlated with their performance in college.

Even though most of the studies suggested that there was a positive relationship between attitude and academic performance, there were other researchers arguing that student's attitude might not be a significant predictor of their academic performance. In a study conducted by Mickelson (1990) he stated that whether attitude could significantly predict ones academic performance it depend on a number of variables, particularly the ethnic background and social

class. Correspondingly, Dhavale (2011) also argued that the statement "attitude was a significant predictor of academic performance" was indeed a paradox. Attitude might not necessary predict one's academic performance as it also depended on different factors like race, and the sample size selected.

Attitude towards Academic Activities and Gender

In developing countries, gender roles are changing between 1970 and 1992, girls' enrollment in schools raised from 38 to 68 percent shrinking the gender gap (UNICEF, in Myers 2001) US college students' endorsement of the traditional view of women's role. Both males and females students in schools have feeling and different attitude towards things including education. Educational success of male and female students has reached contradictory conclusions (Dumais, 2002). The development of a sage and supportive learning environment is a fundamental responsibility of any successful school. A basic area of students' diversity that is rarely acknowledged is gender. Gender variance is a normal part of human expression while many children fit easily naturally into our cultures bionery gender options, other do not. Some students barely step outside of gender related expectations, while others take giant leaps. Regardless of the degree, individuals who stray outside of typical boundaries frequently become targets of mistreatment and exclusion. (Ben 2009). In many schools, even the slightest inconsistency in one's presentation from that which is considered "normal" for the child's assigned gender can lead to severe harassment from peers and even adults. For the attitude of transgender students, the risks are especially high.

Current data about the high school (2009) experience for transgender students is shocking: they found that 89.5% of transgender students report feeling unsafe in schools. They also explained that, 82% of transgender students report that neither staff nor students intervened

when they heard other students make derogatory remarks (Gender Spectrum, 2014). Research shows that, there is also evidence that girls and boys have differing attitudes to school in general. There is also difference in subject preference between boys and girls, although these differences were not apparent when they were asked which subjects they regarded as important. (Ben 2009).

Compliance to School Rules and Academic Performance

It has been found that students who perceived school rules as fairly reasonable are more positive towards school (Jenkins 1997) another study found that students who felt supported by their teachers, as well as by their peers were found to be more academically responsible and scholastically oriented, above all they were conforming to school rules.(Levy 1997). According to Kazen (2014), children with consisted school attendance learn more. If the students are to fully benefit from the many opportunities schools offer them, regular school attendance is vital. A student who does not conform fully to school attendance and is 10 minute late every day will miss 30 hours of instructions during the year a significance academic loss. Children who are late or absent can copy notes or make up an assignment, but they can never recover what is most important, the discussion, the questions, the explanations by the teacher and the thinking that makes learning more alive.

According to Yosef (2014), while punctuality will promote learning, arriving late to school can also be very disruptive for the student, teacher and or the students in the class. A child's success in school and ultimately in life depend on having a solid educational background, one that can only be gained by conforming to school rules such as punctuality and regular school attendance.

Compliance to school rules and Gender

Schools teach not only through their class work, but also through their actions. The best way to prevent gender identity or expression based harassment or any unacceptable behaviour is to make sure everyone knows that the system doesn't allow it. This happens by amending policies and to make them clear by educating staff and student about those changes. (Beverly 2012). Language and administrative regulations are in the interest of all students, not just those seen as stepping outside gender expectations. Regardless of their sexual orientation or gender identity, many students experience violence and harassment because they do not comply with school rules and gender-stereo-typical behavior in their attire, interests, or mannerisms. Violations of those stereotypes and gender roles is mostly found with students who do not conform to gender-role stereotypes and other rules in school. (Leeinbach 2013).

According to Model School Policies (2005) the schools system required to created policies protecting gender identity and expression. The schools had made it clear in the school communities that all students, regardless of gender will be safe at school. Leaders in these schools have spelled out in great detail what it looks like to create a truly gender sensitive climate on school premises. In 2009, the California safe schools coalition revealed a model policy for transgender and gender nonconforming students. This policy addresses the key areas that such policies must account for to ensure the safety of their gender nonconforming student who find it difficult in places like classrooms, restrooms, sports etc.

Publicly and private schools are legally required to protect all students from harassment placing emphasize on public schools which may not ignore harassment or bullying based on appearance or behaviour that does not match the students gender. Students' gender expression and identity is often linked to their dress code in school. The school has rules that are sensitive to gender stereotyping. Boys and girls have rules on their school uniform which discriminate boys

from girls and none of the two sexes are allow reversing these rules. This rule is to protect the students' ability to authentically express their gender which will also help to create a gender inclusive school climate (Know Your Right, 2001).

Rules are set in the schools for all students irrespective of the gender difference. In cases where student break the school rules, the school will employ appropriate punishment for either boy or girl found in committing offences like late coming, examination malpractice, damaging school furniture or equipment and so on (High School, 2009). Therefore, this research wants to investigate how males and females students differ in conforming to school rules and regulations and to see the difference between their academic performances at senior secondary schools in Gombe.

Gender and academic Performance

Gender difference at school, in the development of safe supportive learning, that can bring about a better performance, Weiner (1990) commented that, past policy initiatives and research have focused upon establishing equality of opportunity for all, which in terms of gender was seen as removing barriers to females access and participation in the full curriculum Gipps and Murphy (1994), here drawn attention to the generally unsatisfactory nature of studies reacting biological characteristics to gender and academic performance. Turner (1996) suggests that, environmental and social factors may have a greater role to play in setting differential patterns of academic performance. Gipps and Murphy (1994), compiled the following catalogue of interdependent ways in which boys and girls environmental and social experiences may differ:

- The reactions of parents to male and female children
- Out of school experiences
- Development of self-image

- Attitude forming experiences
- Expectations of success
- In-school experiences and
- Opinions regarding male-females subject domain.

Several authors have observed that the in-school experiences of boys and girls can be quite difference Ross (1998). Boys and girls may be involved in quite different learning processes, even when the activities they are involved in are identical and that these differences between embedded at an early age. According to (Fagot 2001), he suggest that the important aspect of socialization that occurs within schools, specifically, it appears that boys demand and are given more attention and engage in activity related discussion to a greater extent than their female peers, in some subjects. Bryne, (2009), also found some evidence of teachers having higher expectations of boys than of girls in respect to academic performance, he also found that, there exists subject preference between boys and girls. He found in his study boys prefer mathematics than girls which could also affect academic performance.

Marsh (1989) also found in his study that there was some agreement between boys and girls that girls were better students than boys. When asked why girls got better marks than boys, both groups talked about girls caring more about school studying more, listening more in class and even being cleverer. In his study, both boys and girls perceived that girls were more delight about class work than boys.

2.3 Theoretical Frame Work

Concept of Academic self concept, attitude and compliance can be link with the following theories;

Adler's Theory of Self concept

The basic feature of Adlerian Psychology is his conception of life style which determines behaviour. Unlike Freud, who emphasized unconscious motivation, Adler stressed consciousness as the center of personality. He saw man as a conscious being, usually aware of his reasons for behaviour, capable of organizing and guiding his actions with complete awareness of their implications for his own self realization. (Adler In Burns 1978).

For Adler, every person has the same goal, that of self assertion. Adler believed each human was born into the world feeling in complete and inferior, hence the origin of the drive to attain superiority or self-assertion was the motivation of the fear of interiority. He saw that there were innumerable possible life styles for achieving their goal. For Adler one person may try to become superior through academic success. This establishment of a goal or direction in life gives meaning to events which might not make sense otherwise. Thus, for Adler, the self-system originates and develops out of the behaviour employed to manipulate feelings of superiority out of feelings of inferiority.

2.3.2 Dissonance Theory of Attitude

This research investigates attitude based on the Dissonance theory developed by Festinger and Carlsmith (1959). The research focuses on the counter attitudinal behaviuor. Festinger and Carlsmith (1959) hold the view that, cognitive dissonance careers to a situation involving conflicting attitudes beliefs or behaviours. This produces a feeling of discomfort leading to an alteration in one of the attitudes, beliefs or behaviours to reduce the discomfort and restore balance etc.

Festinger's cognitive dissonance theory suggests that we have an inner drive to hold all our attitudes and beliefs in harmony and avoid disharmony (or dissonance). Attitude may change because of factors within the person. An important factors hare is the principle of cognitive

consistency, the focus of Festinger's (1957) theory of cognitive dissonance. This theory starts from the idea that we seek consistency in our beliefs and attitude in any situation where two cognitions are in consistent.

According to Festinger (1957) a powerful motive to maintain cognitive consistency can give rise to irrational and sometimes maladaptive behaviuor. To Festinger, we hold much cognition about ourselves and the world, when they clash a discrepancy is evolved, resulting in a state of tension known as cognitive dissonance. As the experience of dissonance is unpleasant, we are motivated to reduce or eliminate it, and achieve consonance (i.e agreement), usually by altering their cognitions and that cognitive dissonance can be reduced or eliminated by only (a) adding new cognitions (b) changing existing ones. In one of the experiment of Leon Festinger (1959) some subjects were led to believe they had actually deceived their fellow student, while others thought they had not deceived them only these who thought they had succeeded experienced dissonance. In another variation, subjects were led to like or dislike the other students. The only subjects who changed their attitude about the task were those who successfully convinced a student they liked, in this, consequences need not actually occur; it is the subject perceptions that the consequences will result from their actions that is important.

According to Kendra (2013) students can change their attitudes when they have conflicting beliefs about a topic. In order to reduce the tension created by these incompatible beliefs, they often shift their attitudes. Therefore, this research investigated based on this theory, how students attitude which can also be change when they have conflicting beliefs over a topic or subject influence their academic performance.

2.3.3 Milgram's Obediance Theory

Milgram did more than reveal the extent to which people will obey an authority. His experiments tested what happens when the demands of authority clash with the demands of conscience (Myers 2010). In one of his experiments a man in his 50's is designated the "learner" and another man "the teacher". The teacher is to read a list of word pairs. The learner's task is to memories them. The teacher is to punish the learner with an electric shock each time he makes a mistake. The learner is taken to an adjacent room and seated in an "electric chair" apparatus. Electrodes are attached to his wrists. The teacher was escorted to his position in front of a "shock generator" on this device is a row of 30 switches marked from 15 to 450 volts. Corresponding labels range from "slight shock" to "extreme intensity shock" and finally "Danger severe shock". The teacher is to shock the learner each time he makes a mistake, he begin with 15 volts and move own switch (15 volts) higher for each additional mistake.

The experiment begins, and the learner soon makes his first error, the teacher flips a switch more mistakes rapidly he reached the 75-volt level. The learner moans after each shock. At 100 volts he complains that he has a heart condition. At 150 volts he says he no longer wants to continue he demand to be released. At 300 he screams and says he can no longer give answer. That teacher was protesting to the experimenter that he can no longer give chock. The man has a heart condition". "I am not going to kill him. The experimenter says "Please continue" another shock and another scream from the learner. The teacher says no sir I am not going to give him 450 volts" the experimenter says "the experiment requires that you continue". For a time, the learner refused to answer any more question and screams with each shock (Milgram in Dennis and Jone 2008). The "Learner" in this experiment actually received no shock but many of the teacher's deed experience agony. They screamed, trembled, stuttered and bit their lips but still obeyed the experimenter. (David 2008).

Despite the uncomfortable conditions the subjects are placed in, both the learner and the teacher kept obeying the rules of the experimenter. Therefore, this research investigated how students obey the rules set by the school authority, keeping their own conduct to conform to the school rules.

2.3.4 Kohlberg theory of morality

A crucial task of childhood and adolescence is discerning right from wrong, developing character and the psychological muscles for controlling impulses. To be a moral person is to think morally and act accordingly. But as the German poet Goethe noted "To put one's thought into action is the most difficult thing in the world. Laurence Kohlberg in Myers (2001), believed that children's moral judgments are build on their cognitive development. Kohlberg sought to describe the development of moral reasoning, the thinking that occurs as we consider right or wrong. Kohlberg posed moral dilemmas to children, adolescents and adults, the analyzed their answers for evidence of stages of moral thinking

Kohlberg argued that as we develop intellectually we pass through as many as six stages of moral thinking, moving from the simplistic and concrete toward the more abstract and principled. He clustered these six stages into three basic levels; pre-conventional, conventional and post conventional. In this study the concept of compliance to school rulers is related to the second level of Kohlberg theory of morality because it focuses on early adolescents who are mostly found in the senior secondary schools. To Kohlberg, morality at this early adolescence usually evolves to a more conventional level that cares for others and upholds laws and social rules simply because they are the laws and rules. Hence this level explains the stage 3 and 4 of the theory.

Stage 3: Good Interpersonal Relationships (Peer Opinion).

This stage involves teenage children who believe that people should live up to the expectations of the family and community and behave in "good" ways, i.e having good motives and interpersonal feelings such as love, empathy, trust and concerned for others. (Kolh, Kohlberg, 1958).

Stage 4: Maintaining the Social Order:

Individual's actions should be in conformity to community law or customs - obeying law, respecting authority, and performing one's duties accordingly. Subjects make moral decisions from the perspective of society a whole, they think from a full-fledged member of society perspective. (Oladele 2000).

This research uses the basis of this theory in finding out how teenagers mostly found in the senior secondary schools cope with complying to school rules and regulations And how this influence their academic performance.

2.3.5 Piaget's Cognitive Development Theory

The concept of academic performance which is also the dependent variable of this study is related to Piaget's cognitive development theory. To Piaget, children reason in wildly illogical ways about problems whose solutions are self-evident to adults. Piaget further believed that a child's mind develops through a series of stages, in an upward march from the newborn's simple reflexes to the adult's abstract reasoning power.

Piaget, felt that the driving force behind this intellectual progression is our unceasing struggle to make sense of our experience. His core idea is that "children are active thinkers, constantly trying to construct more advanced understandings of the world". To this end, the maturing brain builds concepts which piaget called **schemas.** Schemas or (Schemes) are pliable

mental molds into which we pour our experience. By adulthood we have build countless schemes ranging from knowing how to tie a knot to a concept of love….. To explain how we use and adjust our schemas, piaget proposed two concepts. First we **assimilated** new experience; we interpret them in terms of our current understanding. Given a simple schema for dog, for example, a toddler may call all four legged animals doggies. But we also adjust or **accommodate** our schemas to fit the particulars of new experiences. The child soon learns that the original doggie schema is too broad and accommodates by refining the category. As children interact with the world, they construct and modify their understandings. Therefore, piaget described cognitive development in four stages, the sensory motor stage (birth to 2 years) which is characterized by object performance, the pre-operational stage about (2 to 6 years) which is characterized by pretend play, egocentrism and language development, the concrete operational stage which ranges from (7 to 11) years is characterized by conservation and mathematical transformation, then the last stage which is formal operational stage ranging from (12 years to adulthood) is characterize by abstract logic and potentiality for matured moral reasoning which is related to the concept of academic performance of this study as it place emphasize on abstract thinking and logic.

To Piaget, children progress through four (4) stages and that, they all do so in the same order. The academic performance of this study is based on the Piaget's forth stage which is the formal operational stage. (11/12 to adulthood). According to Piaget, children who attain the formal operational stage are capable of thinking logically and abstractly. They can also reason theoretically. Piaget considered this the ultimate stage of development, and stated that although the children would still have to revise their knowledge base, their way of thinking was as powerful as it would get (Sandwell 1995).

2.4 Review of empirical studies

Academic self-concept, Attitude and compliance to school rules tend to play a vital role in individual students at school. Researchers investigated studies related to these variables (Academic self concepts, attitude and compliance to school rules) to see how they influence students' academic performance at schools on different educational levels. Vincent and Simon (2005) investigated on how self-concept and anxiety influence students' academic performance. The subjects of the study were made up of 350 senior secondary school students randomly sampled from secondary schools in the area.

Their results shows that there is a significant relationship between students self-concept and academic performance among secondary school students in Ogoja Local Government Area of Cross River State. There is a significant relationship between students' level of anxiety and their academic performance. Students become anxiety victims because of the fear of performing below their parents or friends expectation. And males' students do not perform significantly better than females students in academic activities.

Abdullahi, (2010), studied on self-concept and academic achievement of secondary school students in Zaria educational zone. The research investigated the development of self-concept of adolescents in secondary schools vis-à-vis its relationship with school achievement. 420 secondary school students were the subjects of the research. To achieve the objectives of the research, six hypotheses were formulated. In analyzing the data the Pearson r-test correlation and T-test where used. Thes result revealed a significant relationship between self-concept and academic achievement. The research also established that male and female students are different in their self-concept measures. This trend is also reflected in the self-concept and academic

achievement of students of public and private schools. It is this high level of self-concept among private schools. In all, out of the six null hypotheses formulated, three were rejected and three were upheld.

Her findings finally show that, the students' self-concept is positively correlated with their academic achievement in the senior secondary school level. She also found that, there is no significant relationship exists between students' self-concept and their academic achievement in the junior secondary school level among the selected school. And also that, students may differ in their self-concept components when their level is considered, but they do not differ significantly in their overall self-concept in the selected secondary schools. She also found that, the female students have high self-concept than their male counterparts in the selected secondary schools. And those students in private secondary schools have higher self-concept than their counterparts in public secondary schools.

Foekens (2011), study about self-concept and the changeability of conceptions in students with learning difficulties. He assumed a relationship between learning disabilities and less favorable self-concepts. The study investigated self-concept and feelings regarding school of a small sample of students age eight to eighteen. He used self-concept scales of Harter (1985:1988) and semi structured interviews were used to collect the data. He examined initial self-concept and school related feelings, he also investigated the extend of which these conceptions are changeable overtime. Test were conducted twice, results showed increased scores in self-concept, mainly in the area of scholastic competence. Moreover, positive feelings regarding the school were found at start, with increased scores at the second time of testing. In contrast, feelings regarding former school were less positive and showed a decrease over time.

There is need to upgrade this research with an appropriate sample of students and to also investigate on how the self-concept influence academic performance of normal students.

Feleyumu and Suleman (2009), studied on the influence of attitude to forestry over secondary school students and their findings revealed among others, that if the respondents were reinforced, it will stimulate the interest of the students towards their subjects. Another research on attitude by Sarki (2011), he investigated the influence of Drug Abuse on Attitude to learning and academic achievement among secondary school students in Zaria metropolis, he states that the problem serves as a bridge to successful life from school age to adulthood. The study investigates how drug abuse, attitude of students to learning impact on academic achievement among secondary school students in Zaria Metropolis. A total of 19,544 students were used in his investigation out of that number, 364 students were sample from SS2 classes. 10 schools were selected for the study.

He found that there is a significant difference between academic performance of those who abuse drug and those who do not. There is also a significant difference between students who take drugs and those who do not in their attitude to learning. Significant relationship also exists between students' academic achievement and their attitude to learning. Since is not all the students that are involved in drug abuse, there is need to upgrade this research in order to see the influence of attitude itself without any drugs on academic performance of senior secondary school students.

Another investigation by Ahmed (2010), on evaluation of attitude of pastoral Nomads towards Basic Education programme in Nasarawa state. The study adopted the descriptive survey method, 521 randomly selected pupils and teacher from a population of 1399 participated in the study. These were drawn from three selected local government areas. The instrument

known as Nomadic Educational Attitude scale (NEAS) was used for data collection. One way analysis of variance, Shelf's Test and t-test were used for statistical analysis.

He finally found that, environment pattern, migration pattern, taxation, and religious belief are the cause of negative attitude towards nomadic education programme. He also found that gender does not determine the attitude of nomads towards nomadic education; also age does not determine the attitude of nomads towards nomadic education. There is need to upgrade this research from evaluation of attitude of pastoral nomads towards basic education programmes, to also see how this attitude influence the academic performance of our teenagers who are found in senior secondary schools.

For compliance to school rules, Nwaka and Obikeze (2010), conducted a research on strategies for maintaining discipline and orderliness in secondary schools. There result revealed that all the strategies investigated in their research were maintaining discipline and order and that neither principals nor teachers differ in their mean rating on the possible strategies for maintaining discipline and orderliness. Therefore, this research wants to investigate how this maintenance of discipline and orderliness in secondary schools influence students' performance.

Wakawa (2010) conducted a study on causes and incidence of examination malpractice among students in colleges of education in Borno State. He uses the sample size of four hundred and ninety nine respondents, that is thirty seven Academic staff drown randomly from college of education (Tech) four research questions and four hypotheses related to the topic were formulated. There were twenty eight item questionnaire made up of 2 sections. A and B that were used together data for the study. Two sample test t-test and chi square statistics were used

to find differences in options while Pearson Product Moment Correlation Coefficient was used to determine relationships between variables.

The result revealed that, respondents' options indicated that students engaged in giraffing to get answers while writing examination, while staff engaged in exposing question papers and upgrading of students' scores after examination. The study also indicates that difficulty level of question paper, lack of interest in the course or study and financial difficulty are among the causes and incidence of examination malpractice. The study also indicated that significant difference in gender involvement in examination malpractice; it showed that males are more likely to engage in examination malpractice more than females students. This research wants to see how students comply to school rules that include examination malpractice as rule breaking. It wants to investigate the level of students' involvement in breaking school rules that prohibited examination malpractice.

Kiggundu (2009), investigated the influence of discipline management by head teachers on students' academic performance in selected private secondary schools. The study was conducted under three research objectives. These were; to establish how the management of school rules influence students' academic performance, to establish how time management influence students' academic performance, and to establish how the administration of punishment influences students' academic performance.

The major findings of the study were; all schools have written rules and regulations but which they don't understand, some rules and regulation require modifications and others lack consistence in their implementation, which raises students' anger leading to violence, strikes and aggression. He also found that time is poorly managed in schools where the designed timetables

are not respected. Punishments were also found to be unfairly administered and that causes dissatisfaction, anger and thus, inducing acts of indiscipline such as strikes, vandalism of school property as well as violence among students.

He concluded that school rules help in controlling students behaviour in the school but their awareness is lacking among the students. Time also need to be well planned because of its scarcity. He also found that, time table lack respect in schools and therefore not followed as expected causing indiscipline among students, and punishments were also found to be poorly administered to students, which create chaos in schools characterized with school property destructions and thus, affecting students' general academic performance. This research need to be upgraded so as to also find out how students really cope with the rules and to also find out how much they accept these behavioural guidelines established by the school since we all know that school rules are not mend to be broken.

There is need to upgrade these findings so as to enable teachers and parents to make proper decisions that can enhance students' performance despite the existence of the influence of self-concept, attitude and conformity, also there is need for current methods and techniques that can help the students to adjust their social behaviour in such a way that can improve their performance at school.

2.5 Summary

This chapter gave an overview of the content of the chapter, explains the conceptual frameworks of self-concept by various scholars, the concept of attitude by various psychologies and the conceptual frame work on compliance. The chapter also explains the components of the self-concept which includes the self-image, self-esteem or self-worth and the ideal self.

Components of attitude are also explained which includes cognitive component of attitude, affective component and behavioural component of attitude. Types of compliance to school rules which are discipline, punctually, attendance and task commitment in school are also explained.

The chapter also includes self-concept vis-à-vis academic performance, attitude vis-à-vis academic performance and compliance to school rules vis-à-vis students' academic performance. The concept of academic performance is also explained. The chapter also explains the relationships between gender and self-concept, gender and attitude, gender and compliance to school rules and gender and academic performance.

Theoretical framework is also discussed where Adler's theory of Academic self-concept is explained, dissonance theory of attitude, mailgram's obedience theory, Kohlberg theory of morality, and Piaget's theory of cognitive development where his fourth stage emphasized on academic performance are explained. The chapter also consists of review of related studies where three related studies were reviewed for each variable. For academic self-concept, the work of Vincent and Simon who investigated on how self concept and anxiety influence students academic performance in secondary schools in Ogoja, Cross River State, the work of Abdullahi who studied on Self concept and academic achievement of secondary school students in Zaria educational zone, and the work of Foekens who investigated on self-concept and the changeability of conceptions in students with learning difficulties are reviewed. For attitude, study of Feleyumu and Suleman on influence of attitude to forestry as a profession on secondary school students, Sarki on Influence of Drugs abuse on attitude to learning and academic achievement among secondary school students in Zaria metropolis, and Ahmed on Evaluation of attitude of pastoral nomads towards basic education programme in Nasarawa State were

reviewed. For compliance to school rules, studies of Nwaka and Obikeze on Strategies for maintaining discipline and orderliness in secondary schools, Wakawa on Causes and Incidence of examination malpractice among students in colleges of education in Borno State, and investigation of Kiggundu on influence of discipline management by head teachers on students' academic performance were also reviewed.

And finally, the researcher explained the gap that was not attended to by the previous researchers, in an attempt to upgrade the decision and current methods, and techniques that can enhance students' academic performance at school. This study is unique from other studies because it attempts to find out the influence of academic self concept, attitude and compliance to school rules on academic performance of senior secondary schools students in Gombe state, and to also see the gender difference based on these variables.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter describes the methodology used in the collection of data for this research. The chapter is divided into the following headings: research design, population of the study, sample and sampling technique, instrumentation, validity and reliability of the instruments, procedure for data collection, and procedure for data analysis.

3.2 Research Design

This study is a survey research which is carried out in form of correlational design to find relationship between the dependent and independent variables. Therefore, a correlatoinal survey method was used for the study. According to Salawu (1991), A correlation study is concern with the measurement of the degree of relationship between two or more variables for the purpose of making prediction about the relationship.

3.3 Population of the Study

The targeted area of the study includes all goverment senior secondary schools students in Gombe state. All the students in senior secondary (SS II) of these schools were the target population. There are one hundred and fifty eight (158) government senior secondary schools in the state divided into five (5) educational zones. In all the schools, there were seventy one thousand, seven hundred and five (71,705) senior secondary school students. (See Table 3.3.1 below)

Table 3.1: Distribution of the Population according to Educational Zones

S/N	Educational Zones	Number of Senior Secondary School Students	Percentage
1	Akko Educational Zone	10,581	14.7%
2	Billiri Educational Zone	10,645	14.8%
3	Dukku Educational Zone	11,292	15.7%
4	Gombe Educational Zone	29,435	41.05%
5	Nafada Educational Zone	9,752	13.6%
Total		**71,705**	**100%**

(Source: Ministry of Education Gombe, 2014)

3.4 Sample and Sampling Technique

The sample of this study is four hundred and thirty (430) senior secondary school students. Due to the larger number of the schools and the size of the population, it is not suitable

for the researcher to administer the research questionnaires to all the schools and the entire students. As a result of inconveniences, the researcher used cluster sampling technique and selected a sample.

The sampling procedure according to Mendenhall and Reinmuth (2004), when the population is uniform, a small sample provides the same amount of information as the large sample. Therefore, out of the five educational zones, two are selected as sample; one school is selected from each of the four local governments under the selected zones. A table below shows the representation of the sample schools.

Table 3.2: Sampled schools

	Number Of SS II Students		
Name of School	**Boys**	**Girls**	**Total**
Government Day Secondary school Kuri	250	242	492
Government Day Sec. Sch. Dukku	341	415	756
Govt. Sci. Sec. Sch. Gombe	579	-	579
Govt. Girls Sec. Sch. Bajoga	-	547	547
Total	**1170**	**1204**	**2374**

Source: Self constructed based on Sample observation

Table 3.3: Selected Sample Size

	Sample size		
Name of School	**Boys**	**Girls**	**Total**
Government Day Secondary school Kuri	57	54	111

Government Day Sec. Sch. Dukku	61	81	142
Govt. Sci. Sec. Sch. Gombe	92	-	92
Govt. Girls Sec. Sch. Bajoga	-	85	85
Total	**210**	**220**	**430**

Source: Self constructed based on Sample observation

3.5 Instrumentation

The instruments used for collecting data for this study are self-constructed questionnaires based on reviewed related literature. They are developed in three different categories, each consisting biodata variables and 20 items measuring the selected variables of the investigation at hand. Academic Self-concept questionnaire (ASCQ) was developed to measure senior secondary school students self-concept in school, attitude towards academic activities questionnaire (ATAAQ) to measure their attitude towards school activities and compliance to school rules questionnaire (CSRQ) was to measure the students compliance to school rules. For the dependent variable of this study, actual academic performance was measured using 50 test items in English language and 50 test items in mathematics. The tests items were constructed by experts in the fields using appropriate SS 11 syllabus.

3.5.1 Description of the Instruments

The Academic self-concept questionnaire (ASCQ), Attitude towards academic activities questionnaire (ATAAQ) and compliance to school rules questionnaire (CSRQ) are developed by the researcher after a thorough literature review of different measurement scales. The first section of each instrument deals with the students personal data such as gender and age. The

second part of the instruments consists of 20 items measuring students' self-concept, students' attitude towards school and how the students comply to school rules respectively. English and Mathematics tests each consisting 50 items are constructed by ss11 English and Mathematics teachers using approved SS 11 syllabus based on the school curriculum. The items are constructed to measure the students' actual academic performance and are appropriate to SS II students as the sample.

3.5.2 Scoring of the Instruments

Academic Self concept Questionnaire

The highest possible score is 100 i.e, 5 x 20. The least possible score is 20 i.e, 1 x 20. Mean responses from 20 - ≤ 60 will be regarded as negative academic self concept, while mean response from 61 – 100 will be regarded as positive academic self concept.

Attitude towards Academic Activities Questionnaire

The highest possible score is 100 i.e, 5 x 20. The least possible score is 20 i.e, 1 x 20. Mean responses from 20 - ≤ 60 will be regarded as negative attitude towards academic activities, while mean response from 61 – 100 will be regarded as positive attitude towards academic activities.

Compliance to School Rules Questionnaire

The highest possible score is 100 i.e, 5 x 20. The least possible score is 20 i.e, 1 x 20. Mean responses from 20 - ≤ 60 will be regarded as negative compliance, while mean response from 61 – 100 will be regarded as positive compliance to school rules.

Academic Performance

Scores from 1 - ≤ 50 are considered as low performance, while scores from 51 – 100 are considered as high performance.

3.5.3 Validity of the Instruments

In order to make sure that the final copies of the questionnaires are valid for the study, the researcher employed the services of some Postgraduate students in the Department of Educational Psychology and counseling during the construction of the questionnaire. Based on the input of the students, a draft of the questionnaires was submitted to the supervisors for validation, these questionnaires were validated by experts in the Department of Educational Psychology and Counseling. On the basis of their expert inputs, well-structured questionnaires consisting of 2 parts, part A consists of demographic variables of sex and age. The second part consists of 20 items each of 5 likert scale options on academic self-concept, Attitude towards academic activities and Compliance to school rules respectively. Each of the items of the 5 likert scale are based on options of strongly agree, agree, undecided, disagree and strongly disagree carrying points of 5, 4, 3, 2, and 1 respectively. Some of the observations made during the validation of the instruments include adding the number of items from ten to atleast twenty, removal of item 11 of attitude instrument which read “I am an average student and never be particular good, so there is no point in trying to be something I am not and so on. The researcher effected the corrections, and the number of the instruments were added and revalidated by experts in the same department. The outcome of the validation was satisfactory.

3.5.4 Pilot Testing

The researcher conducted a pilot study to pilot test the instruments. One hundred copies were distributed to one hundred students; another test was also given after two weeks to retest the instruments using another one hundred copies to the same students to ensure reliability, consistency and stability of the instruments.

3.5.5 Reliability of Instrument

The study used both survey and test performance. Therefore two types of reliability were used. The survey part was analyzed using Cronbanch Alpha reliability method while the test re test method of Pearson product moment reliability method was used to analyze the academic performances. In the survey method reliability coefficient, in the first administration reliability co-efficient of alpha level of 0.721, 0.888 and 0.774 was obtained for academic Self Concept, attitude towards academic activities and compliance to school rules respectively. In the second administration, reliability co-efficient of alpha level of 0.703, 0.794 and 0.699 was obtained for academic Self Concept, attitude towards academic activities and compliance to school rules respectively was obtained. In the test of the academic performance using the test re test method of Pearson product moment Correlation method, a reliability coefficient of 0.881 was obtained, This reliability co-efficient were considered adequate for the internal consistencies of the instruments. This was a confirmation of test of reliability by Spiegel (1992), Stevens, (1986), and Olayiwola (2010). According to them an instrument is considered reliable if it lies between o and 1, and that the closer the calculated reliability coefficient is to zero, the less reliable is the instrument, and the closer the calculated reliability co-efficient is to 1, the more reliable is the instrument. This therefore confirms the reliability of the data collection instrument used as fit for the main work.

3.6 Procedure for Data Collection

The researcher collected letters from the department of Educational Psychology and Counseling to the Principals of selected schools where the data was collected. In each school, the selected students were gathered in a classroom and each student sat separately on a single seat. The instruments were given to the students at the same time. The students were supervised by the researcher and some of the teachers in the sample schools. Students were asked to read instructions carefully and ask questions where it is not clear before responding to any question. The respondents were not allowed to share ideas; this enabled them to give their sincere response as regard to the questionnaires administered on them. The filled instruments were collected by the researcher for further analysis.

3.7 Procedure for Data Analysis

The data for this study is analyzed using Pearson product moment correlation statistic (r). This type of statistical tool is considered most suitable in comparing between two variables, is therefore suitable in analyzing the influence of Academic self-concept on academic performance, Attitude towards academic activities on academic Performance and the influence of Compliance to school rules on Academic performance because, both variables are quantitative and can be computed using the P.P.M.C. In testing hypotheses H_o 4, H_o 5, and H_o 6, independent t-test was employed because is considered suitable in finding the difference between two variables. It is therefore suitable in finding the difference between male and female students' Academic self concept, Attitude towards academic activities and the difference between male and female students compliance to school rules. All hypotheses were tested at 0.05 level of significance.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the discussion of the data analysis. The first part of the analysis presents the biodata distribution of the senior secondary school students in Gombe state. The answers to the six research questions, outcome of tested hypothesis using Pearson Product moment Correlation (r), and Independent t-test to determine the differences. The hypotheses were tested at 0.05 alpha level of significance. The chapter goes on to presents the summary of the major findings of the analysis and the discussions of findings.

4.2 Analysis of Bio data variables

Table 4.2.1 Distribution of respondents by gender

Gender	Frequency	Percent
MALE	227	52.8
FEMALE	203	47.2
Total	430	100.0

The table above shows the sex of the respondents, 227 representing 52.8% are males while the rest 203 representing 47.2% are females. This shows that both male and female students are well represented in this study.

Table 4.2.2 Distribution of respondents by age groups

Age group	Frequency	Percent
Less than 18 yrs	206	47.9
18-20 yrs	210	48.8
Above 20 yrs	14	3.3
Total	430	100.0

The table above showed the distribution of respondents by age groups. A total of 206 representing 47.9% are less than 18 years while 210 representing 48.8% are aged between 18 - 20 years and the rest 14 or 3.3% are above 20 years old. This implies that majority of the respondents are less than 21 years old.

4.3 Answering Research Questions

Question One: What is the relationship between Academic Self-Concept and Academic Performance of senior secondary school students in Gombe state?

Table 4.3.1: Analysis of the responses of students on relatiomship of Academic self-concept and Academic Performance.

VARIABLES	N	MEAN	S.D
Students' Academic Self-Concept.	430	75.2860	9.14680
Students' Academic Performance.	430	31.9302	11.04219

The table above reveals that the mean response for academic self-concept which is 75.2860 with a standard deviation of 9.14680, and average academic performance was 31.9302 and a standard deviation of 11.04219 implies that there is a relationship. This result suggests that relationship might exist between academic self-concept and academic performance of sample students used for this research.

Question Two: What is the relationship between Attitudes towards academic activities and Academic Performance of senior secondary school students in Gombe state?

Table 4.3.2: Analysis of responses of students on relationship of Attitudes towards academic activities and academic performance of students.

VARIABLES	N	MEAN	S.D
Students' Attitudes towards Academic activities.	430	71.0233	6.0817
Students' Academic Performance.	430	31.9302	11.04219

The table above reveals that the mean response for attitudes towards academic activities which is 71.0233 with a standard deviation of 6.0817 and the average academic performance was 31.9302 and a standard deviation of 11.04219 implies that relationship might exist. This results suggests that attitudes towards academic activities may be related to the students' academic performance of sample students used for this research.

Question Three: What is the relationship between compliance to school rules and Academic Performance of senior secondary school students in Gombe state?

Table 4.3.3: Analysis of responses of students on relationship of compliance to school rules and academic performance.

VARIABLES	N	MEAN	S.D
Students' compliance to school rules.	430	74.1977	8.19406
Students' Academic Performance.		31.9302	11.04219

The table above reveals that the mean response for compliance to school rules which is 74.1977 with a standard deviation of 8.19406 and average academic performance was 31.9302 and

standard deviation of 11.04219 implies that relationship might exist. This result suggests that compliance to school rules may have a significant relationship with academic performance of sample students used for this research.

Question Four: What is the difference between Male and female Students Academic Self-Concept ?

Table 4.3.4: Analysis of responses on differences between male and female students' academic self-concept.

Variable	Sex of students	N	Mean	std.dev	std.err
Students' Academic Self-Concept	Male	227	74.4837	10.1575	.7414
	Female	203	74.3941	10.0854	.7078

The table above reveals that the mean responses on the differences between male and female students in their academic self-concept is 74.4837 with a standard deviation of 10.1575 and the mean response of 74.3941 with a standard deviation of 10. 0854 for male and female students respectively. This result suggests that, on academic self-concept difference may not exist between male and female students used for this research.

Question Five: What is differences between Male and female Students attitudes towards Academic Activities in senior secondary schools in Gombe state?

Table 4.3.5: Analysis of responses on differences between male and female students' attitudes towards academic activities.

Variable	Sex of students	N	Mean	std.dev	std.err
Students Attitudes towards Academic Activities	Male	227	72.4396	6.00294	.43206
	Female	203	72.1232	6.94602	.48751

The table above reveals that the mean responses on the difference between male and female students in their attitudes towards academic activities is 72.4396 with a standard deviation of 6.00294 and the mean response of 72.1232 with a standard deviation of 6.94602 for male and female students respectively. This result suggests that difference may not exist between male and female students used for this research in their attitudes towards academic activities.

Question Six: What is the difference between Male and female students' compliance to school rules in senior secondary schools in Gombe state?

4.3.6: Analysis of responses on differences between male and female students compliance to school rules.

Variable	Sex of students	N	Mean	std.dev	std.err
Students' Compliance to school rules	Male	227	76.6960	6.5581	.4352
	Female	203	71.4039	8.9229	.6262

The table above reveals that the mean responses on the difference between male and female students in their compliance to school rules is 76.6960 with standard deviation of 6.5581 and the mean response of 71.4039 with standard deviation of 8.9229 for male and female students respectively. This result suggests that significant difference may exist between male and female students compliance of sample students used for this research.

4.4 Testing of Research Hypotheses

Research Hypothesis One: There is no significant relationship between Academic Self-Concept and Academic Performance of students in senior secondary schools in Gombe state.

Table 4.4.1: Analysis of relationship between students' academic self-concept and students' academic performance based on Pearson product moment correlation statistics (r).

VARIABLES	N	MEAN	S.D	Pearson Corrl r	P
Students' Academic Self-Concept	430	75.2860	9.14680	.583**	0.000
Students' Academic performance		31.9302	11.04219		

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

The table above shows the Pearson Product Moment Correlation statistics which reveals that; there is significant relationship between Academic Self-Concept and Academic Performance of senior secondary school students in Gombe State (r =0.583, p.v.0.00). This shows that the Students' Academic self-concept has a significant relationship on the students' Academic performance. Hence, the null hypothesis which states that there is no significant relationship between Students' Academic Self-Concept and Students' Academic Performance is hereby rejected.

Research Hypothesis Two: There is no significant relationship between Attitudes towards Academic activities and Academic Performance of students in senior secondary schools in Gombe state.

Table 4.4.2: Analysis of relationship between students' attitudes towards academic activities and students' academic performance based on Pearson product moment correlation statistics (r).

VARIABLES	N	MEAN	SD	Pearson Correl r	P
Students' Attitudes towards Academic activities.	430	71.0233	6.0817	.507**	0.027
Students' Academic Performance.		31.9302	11.0421		

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

The table above reveals the Pearson Product Moment Correlation statistics which shows that significant relationship exist between Students Attitudes towards Academic activities and

Students' Academic Performance (r =0.507, p.v.027). This shows that the Students' Attitudes towards academic activities has a significant relationship on the Students' Academic performance. Hence, the null hypothesis which states that there is no significant relationship between Students Attitudes towards Academic activities and the Students Academic Performance is hereby rejected.

Research Hypothesis Three: There is no significant relationship between Students Compliance to school rules and Students' Academic Performance in senior secondary schools in Gombe State.

Table 4.4.3: Analysis of relationship between compliance to school rules and students' academic performance based on Pearson product moment correlation statistic.

VARIABLES	N	MEAN	SD	Pearson Corrl r	P
Students' Compliance to school rules.	430	74.1977	8.19406	.621**	0.000
Students' Academic Performance.		31.9302	11.04219		

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

The table above reveals the Pearson Product Moment Correlation statistics which shows that significant relationship exist between Students Compliance to school rules and Students' Academic Performance. (r = 0.621, p.v.0.000). This shows that the Students' compliance to school rules has a significant relationship on the students' academic performance. Hence, the

null hypothesis which states that there is no significant relationship between Students Compliance to school rules and Students' Academic Performance is hereby rejected.

Hypothesis Four: There is no significant difference between male and female students' Academic self –concept in senior secondary schools in Gombe state.

Table 4.4.4: Analysis of the difference in the academic self-concept of male and female students using independent t-test statistics.

Variable	Sex of students	N	Mean	std.err	t calculated	P
Students' Academic self-Concept	Male	227	74.4837	.7414	1.118	0.087
	Female	203	74.3941	.7078		

Calculated p > 0.01 level (two- tailed)

The table above reveals the Independent sample t-statistics showing that there is no significant differences between male and female students in their Academic self -concept. This is due to the fact that the calculated significance (P) value of 0.087 is higher than the 0.05 alpha level of significance while the calculated t value of 1.118 is lower than the 1.96 critical t values at df 428. Their calculated mean academic self concepts are 74.4837 and 74.3941 by male and female students respectively. Therefore, the null hypothesis which states that there is no significant difference in the academic self-concept of male and female students is hereby retained and accepted.

Hypothesis Five: There is no significant difference between male and female students' Attitudes towards Academic Activities in senior secondary schools in Gombe state.

Table 4.4.5: Analysis of the difference between male and female students in their attitudes towards academic activities using independent t-test statistics.

Variable	Sex of students	N	Mean	std.dev	std.err	Df	t calculated	Sig (p)
Students' Attitudes towards Academic Activities	Male	227	72.4396	6.00294	.43206	428	1.595	0.094
	Female	203	72.1232	6.94602	.48751			

Calculated p > 0.01 level, (two-tailed)

The table above reveals the Independent sample t-statistics which shows that there is no significant difference between male and female students in their Attitudes towards Academic Activities. This is due to the fact that the calculated significance (P) value of 0.094 is higher than the 0.05 alpha level of significance while the calculated t value of 1.595 is lower than the 1.96 critical t value at df 428. The calculated mean Attitudes towards Academic Activities is 72.4396 and 72.1232 by male and female students respectively. Therefore, the null hypothesis which states that there is no significant difference between Male and Female students attitudes towards academic activities is hereby retained and accepted.

Hypothesis Six: There is no significant difference between male and female students Compliance to school rules in senior secondary schools in Gombe state.

Table 4.4.6: Analysis of the difference between male and female students compliance to school rules using independent t-test statistics.

Variable	Sex of students	N	Mean	std.dev	std.err	df	t calculated	Sig (p)
Students' Compliance to school rules	Male	227	76.6960	6.5581	.4352	428	7.056	0.000
	Female	203	71.4039	8.9229	.6262			

Calculated p < 0.01 level (two- tailed)

The table above shows the Independent sample t-statistics which reveals that significant differences exist between male and female students in their Compliance to school rules. This is due to the fact that the calculated significance (P) value of 0.000 is lower than the 0.05 alpha level of significance while the calculated t value of 7.056 is higher than the 1.96 critical t value at df 428. Their calculated mean Compliance to school rules is 76.6960 and 71.4039 by male and female students respectively. This implies that the male students had significantly higher mean Compliance to school rules than their female counterparts. Consequently, the null hypothesis which states that there is no significant difference between male and female students compliance to school rules is hereby rejected.

4.5 Summary of major findings

- There is significant relationship between academic self-concept and academic performance of senior secondary schools students in Gombe State. The value of this correlation index is. r = 0.583, p=0.000.
- Significant relationship exist between students' attitudes towards academic activities and their academic performance in senior secondary schools in Gombe State. The calculated values are r =0.507, p=0.027.
- Students' compliance to school rules has significant relationship with their academic performance. The calculated values are r = 0.621, p=0.000.
- There is no significant difference between male and female students' academic self-concept. The mean difference is 74.4837 and 74.3941 respectively.
- There is no significant gender difference between students' attitudes towards academic activities in senior secondary schools in Gombe State. The mean differences are 72.4396 and 72.1232 respectively.
- On compliance to school rules, significant difference exist between male and female students in senior secondary schools in Gombe State with means difference of 76.6960 and 71. 4039 respectively .

4.6 Discussions of Findings

The discussion of findings in this study is done in accordance to the research questions and hypothesis testing as they agree or disagree with relevant quoted literatures.

The use of the Pearson Product Moment Correlation statistics revealed that there is significant relationship existing between Students Academic Self-Concept and Students Academic

Performance. This shows that the Students' Academic self-concept has an existing relationship with the students' Academic performance. Hence, the null hypothesis which suggests that there is no significant relationship between academic self-concept and academic performance of senior secondary school students Gombe State is here by rejected. Answer to research question also shows that Students Academic Self-concept has a significant relationship with the Students Academic Performance of senior secondary school students in Gombe state. This is because the calculated cumulative mean response of items of students' academic self-concept was found to be higher than the decision mean. Their highest mean response shows that they have high academic self-concept which correlates with their academic performance.

This is supported by Vincent and Simon (2005), who investigated on how self-concept and anxiety influence students' academic performance in Ogoja Local Government area of Cross River State, Their result shows that, there is significant relationship between students self-concept and academic performance among secondary school students in Ogoja, and there is significant relationship between students level of anxiety and academic performance. It is also supported by Abdullahi (2010), who studied on Self-concept and academic achievement of secondary school students in Zaria educational zone. The result revealed that there is significant relationship between self-concept and academic achievement, it shows that self concept is positively correlated with the academic achievement of students in senior secondary schools in Zaria Educational Zone which also supported the findings in Government Senior Secondary Schools in Gombe State, which also reveals that the self concept is correlated with the students' academic performance and therefore, significant relationship exist. Another investigation by Foekens (2011) on Self concept and the changeability of conceptions in students with learning

difficulties. His result shows a relationship between learning disabilities and less favourable self concept which support the relationship found in this study.

Outcome of hypothesis two revealed that Students Attitudes towards Academic activities has influences on Students' Academic Performance as reveals by the correlation index. This shows that the Students' Attitude towards academic activities has a significant relationship on the students' Academic performance. Hence, the null hypothesis which states that there is no significant relationship between academic self concept and academic performance of students in senior secondary schools in Gombe State was rejected. The research question summarized that students attitudes towards academic activities such as love for learning, really getting involved in their school activities has help to develop their Attitudes towards academic activities which is found to be high. The finding also shows that relationship exist between students' attitudes towards academic activities and their academic performance. This is supported by Sarki (2001), who investigated the influence of drug abuse on attitude to learning and academic achievement among secondary school students in Zaria metropolis. This investigation shows that, significant relationship exist between students' academic achievement and their attitude to learning, and that significant difference exist between students who abuse drug and those who do not on their academic performance. Faleyumu and Suleman (2009), studied on the influence of attitude to forestry over secondary school students. Their result shows that students need to be reinforce in other to stimulate positive attitude towards their subjects which is supported by this research which recommends that teachers should be committed to their work and establish a good rapport that can promote the students' academic performance. This investigation also reveals the influence of attitudes towards academic activities on students' academic performance without any reinforcement. Another investigation by Ahmed (2010), on evaluation of attitude to pastoral

nomads towards basic education programme in Nasarawa state. His result shows that, there is significant influence of attitude towards nomadic education and the negative attitude are cause by environment pattern, migration pattern, taxation and religious belief. This support the findings in this research which also found that a relationship exist between students attitude towards academic activities and their academic performance. Although result reveals that negative attitude is form as a result of factors like environment and migration patterns, this study found that students in government secondary schools in Gombe State have positive attitude towards their academic activities.

Hypothesis three suggests that significant relationship was established between Students Compliance to school rules and Students Academic Performance. This implies that the Students' Compliance to school rules is correlated with their Academic Performance. Therefore, the null hypothesis which states that there is no significant relationship between compliance to school rules and academic performance is here by rejected.

The answer to this research question showed that the overall cumulative mean of all the items in the questionnaire was found to be higher than decisions mean. It can be accepted that student's compliance to school rules such as not cheating in their exams and obeying all school rules have influence on the students' academic performance. This is supported by the investigation of Nwaka and Obikeze (2010) who conducted a research on strategies for maintaining discipline and orderliness in secondary schools. Their result shows that neither principals nor teachers differ in their mean rating on the possible strategies for maintaining discipline and orderliness in secondary school influence students' academic performance. Another investigation by Kiggundu (2009), on the influence of discipline management by head teachers on students' academic performance in selected private secondary schools. This study is contrary to the findings in this

research because it reveals that, school rules help in controlling students behaviour in the school but their awareness is lacking among the students, while in this study the students tend to understand their school rules and were found to have high compliance which shows that the awareness is not lacking.

Hypothesis four reveals that the comparative analysis of male and female responses using the Independent t test statistics, showed that there is no significant differences between male and female students in their Academic self -concept. The calculated mean of the academic self concepts of both male and female students did not differ. Therefore, the null hypothesis which states that there is no significant difference between male and female students academic self concept is consequently retained and accepted.

Their responses on the research question showed that both male and female are of the opinion that they are good students in school as this attracted their highest mean response. Details of the male respondents on this item showed that most of them were in agreement while twenty undecided and the rest seven in disagreement. The female response on this item showed that most of them were also in agreement while six were undecided and the rest sixteen in disagreement. In the same vein both male and female respondents believe that they have positive academic self concept as they are good in school, this view attracted their second highest mean responses by male and females respectively. Therefore there is no difference between male and female students in their academic self concept as both male and females believe that they are good students. This is supported by Vincent and Simon (2005) on their investigation on how self concept and anxiety influence students' academic performance. Their result shows that male students do not perform significantly better than females' students in academic activities. It is

also contrary to the study of Abdullahi (2010) who studied on self-concept and academic achievement of secondary school students in Zaria educational zone. The result shows that male and female students are different in their self-concept measures. And that female students have high self concept than their male counterparts.

In the test of hypothesis five, it was discovered that there is no significant differences between male and female students in their Attitudes towards Academic Activities. The calculated mean of Attitudes towards Academic Activities of both male and female students coincides respectively. This necessitated the reason for accepting the null hypothesis which states that there is no significant difference between male and female students in their attitudes towards academic activities.

The males believe that the things they learn in school are very important as this attracted the male highest mean response as details show that the students were mostly in agreement while two were undecided and the rest five in disagreement. On the other hand, majority of the female students like learning as this attracted their highest mean response with details showing that most of them were in agreement while thirteen were undecided and the rest thirteen in disagreement.

This shows that on students' attitudes towards academic activities, while most of the male students consider what they learn in school as very important, the females students like learning. This is supported by the investigation of Ahmed (2010) on evaluation of attitude of pastoral nomads towards basic education programme in Nasarawa state. His finding reveals that gender does not determine the attitude of nomads towards nomadic education.

Outcome of hypothesis six showed that differences exist between male and female students in their Compliance to school rules. The calculated mean of Compliance to school rules by male

and female students differs. This reveals that the male students had significantly higher mean in Compliance to school rules than their female counterparts. Consequently, the null hypothesis was rejected.

Answer to the research question showed that the male students said they don't cheat in exams as this attracted their highest mean response with details showing that two hundred and twenty were in agreement as against three that were undecided while four were in disagreement. On the other hand, the female students believe that they enjoy obeying their teachers, as this item attracted their highest mean response of with details showing that most of them were in agreement as against two undecided and the rest thirteen in disagreement. Therefore on compliance to school rules, while the male students say they don't cheat in exams, the females said they enjoy obeying their teachers.

This is contrary to the investigation of Wakawa (2010) on causes and incidence of examination malpractice among students in colleges of education in Borno state, where he found that significant difference exist in gender involvement in examination malpractice and male students are more likely to engage in examination malpractice than their female counterparts.

This result is not surprising taking the area of this study in to consideration which is Gombe state. The study found that male students comply with school rules more than their female counterparts. The researcher observed some of the reasons that lead to this finding which if taking into consideration the result may not be surprising. Some of the observations made by the researcher include the following:

1. The researcher observed that some of the female students in the senior secondary schools are married, therefore teachers are finding it difficult punishing them when they broke any of the school rules, while the boys are seriously punished, the girls are set free.

2. Another factor at the time of compiling this data was the treat of Boko Haram insurgence in the area where this research was conducted, as a result of several attacks within the state capital and some parts of the state which include Government Schools, some of the Government senior secondary schools were closed down by the state ministry of education which include Government Secondary School Nafada, Government Girls Secondary School Malala, Government Secondary School Dukku, including Government federal colleges while in some instances schools were marged together in order that adequate security is provided for the school system to thrive.

This measures were taken as a result of the fear of reoccurrence of what happened in Buniyadi of Borno State were the insurgence killed fifty two (52) Secondary School Domitory, Government Secondary School Potiskum where sixty one (61) students and teachers were murdered during an early morning assembly, and Government Girls Secondary School Chibok where two hundred and seventy (270) students were abducted in a mid-night raid by the Boko haram insurgence.

As a result of this occurrence, in the existing schools students were attending their classes in fear, upon hearing any rumor of bomb blast within the area; the students especially the girls find their way out without considering the school rules for their safety. Taken Abraham Maslow's Need theory in consideration, we found that primary needs are our immediate needs which include food and shelter, the next is our safety before any other thing.

3. The researcher also observed that some girls used to come with different things for hawking where they concentrate on their hawking than considering the school rules.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter presented the summary, conclusion and recommendations of the study. The main objective was to determine the influence of academic self-concept, attitudes and compliance on academic performance of senior secondary schools in Gombe state

5.2 Summary

This study was structured into five chapters in order to effectively carry out this research. Chapter one presented the background and purpose of the study, the statement of problem and research questions, including the six hypotheses formulated for the study, including scope and limitations. In line with the research objectives, the study will be significant to stakeholders and educational administrators as well as parents and students who will find it useful in their professional duties. Government at all levels will find the outcome of this study interesting. These stakeholders would appreciate the result of the influence of academic self-concept, attitudes and compliance on academic performance of senior secondary schools in Gombe state, which will help in taking good measures that can provide sound academic performance.

The chapter two of this study reviewed the related literature to the concepts, components and types with their relationship with students' academic performance. The quoted literature was duly acknowledged.

Chapter three explained the methodology used in the collection of data for this study. In the sampling technique, 430 students responded to the questionnaires distributed to them, their

responses form the basis of this study. Statistical analysis and interpretation of the findings from the analyzed data were presented in chapter four.

Findings showed that students' academic self-concept, students' attitudes towards academic activities and compliance to school rules is related to their academic performances. It also reveals that male and female students did not differ in their academic self-concept and attitudes towards academic activities but differ in compliance to school rules.

Chapter five presents the study's summary of the five chapters and offer conclusion and recommendations.

5.3 Conclusion

The study aimed to determine the influence of academic self-concept, attitudes towards academic activities and compliance to school rules on academic performance of senior secondary school students in Gombe state. A total of 430 students that were randomly selected duly responded to this study.

The high point of the analysis includes:

- Significant relationship exists between academic self-concept and academic performance of students in government senior secondary schools in Gombe State.
- Students' attitudes towards academic activities has significant relationship with their academic performance in senior secondary schools in Gombe State.
- Students' compliance to school rules has a significant relationship with their academic performance in senior secondary schools in Gombe State.
- There is no difference between male and female students' academic self-concept in senior secondary schools in Gombe State.

- There is no gender difference in students' attitudes towards academic activities in senior secondary schools in Gombe State.
- Significant differences exist between male and female students compliance with school rules in senior secondary schools in Gombe State.

5.4 Recommendations

The following recommendations are suggested as a result of the analysis of the study:

- Students should maintain their academic self- concept and improve their academic performance by striving to have good grades in their exams.
- Positive attitudes towards academic activities yield to better academic performance, therefore, students should maintain good attitude that can improve their academic performance.
- Students should comply to all school rules which are geared towards fulfilling optimum academic performances.
- Teachers should be committed to their work, establish good relationship with their students, they should be role models and demonstrate positive compliance.
- Government should take good measures by providing infrastructure, provision of qualify teachers and adequate supervision that can improve the students' academic performance.
- Parents should motivate their children to maintain positive academic self-concept, encourage their positive attitudes towards academic activities and compliance by

paying attention to all their welfare issues such as school fees, books, feeding and being involved in their after school activities.

5.5 Suggestions for further studies

The following suggestions are made in related area of this study for further research work:

- Effect of home background and motivations on academic performance of Secondary School Students in Gombe State.
- Relationship between students interest, motivation and attitude on academic achievement of secondary school students in Gombe state
- Influence of Academic self-concept, Attitude and Motivation in private secondary schools in Gombe state.

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APPENDIX A

ACADEMIC SELF-CONCEPT QUESTIONNAIRE (ASCQ)

BIO-DATA

Gender: Male [ ] Female [ ]

Age [ ]

Instruction: Please tick against each statement which best shows how you see yourself. Please be honest and tick [**P**] exactly as you feel about the statement, the options are:

Strongly Agree (SA)

Agree (A)

Undecided (U)

Disagree (DA)

Strongly Disagree (SDA)

STUDENTS ACADEMIC SELF CONCEPT

	Strongly Agree	**Agree**	**Undecided**	**Disagree**	**Strongly Disagree**
I do well at school					
I am a good student					
I make good grades in school					
I learn things quickly					
I have good reading comprehension					
Learning new things is difficult for me					
I find it difficult to understand the assignments given to me					
I have trouble with most academic subjects					
It is difficult for me to complete my class assignment					
When I am given a test, I am capable of passing					
My teachers think I am very clever					
I solve academic problems quite easily					
I take an active part in classroom activities					
I usually keep quite when my school work is too hard					
I speak well in front of the class					
I am a failure at school					
My classmates in school think I have good ideas					
I am good in my school work					
I am able to get my school work done on time					
My teachers feel that I am not good enough					

Source: Self constructed questionnaire based on literature review of related questionnaires

APPENDIX B

ATTITUDES TOWARDS ACADEMIC ACTIVITIES QUESTIONNAIRE (ATAAQ)

BIO-DATA

Gender: Male [ ] Female [ ] Age [ ]

This questionnaire is designed to understand your attitude towards school. A number of statements are presented to which you are to indicate your feelings on each. Please be honest and respond by ticking [**P**] one of the four options that best describe your feelings. The options are:

Strongly Agree (SA) Agree (A)
Undecided (U) Disagree (DA)
Strongly Disagree (SDA)

STUDENTS' ATTITUDES TOWARDS ACADEMIC ACTIVITIES

	Strongly Agree	**Agree**	**Undecided**	**Disagree**	**Strongly Disagree**
I really get involved in my school work					
I like learning					
I spend more time studying					
School is boring					
I feel proud to be a student					
I can't see any relevance in most of the school work					
Low marks in exam make me feel ashamed					
School can help me to live more comfortable					
Lessons in school are not interesting					
School lessons are a waste of time					
I look forward to going to most of my classes					
I enjoy my relationship with teachers					
The things I learn are very important					
I want to go to university or college to study for a degree or higher education					
I find it difficult to get myself motivated to study					
I often discuss my school work with members of family					
Being in school really help me to develop my skills					
I hate spending my free time doing home work					
Money spent in school is wasted					
I would consider teaching as a career					

Source: Self constructed questionnaire based on literature review of related questionnaires

APPENDIX C

COMPLIANCE TO SCHOOL RULES QUESTIONNAIRE (CSRQ)

BIO-DATA

Gender: Male [ ] Female [ ] Age [ ]

This questionnaire is designed to understand how you conform to school rules and regulations. A number of statements are presented to which you are to indicate your level of conformity to the items. Please be honest and respond by ticking [**P**] one of the four options which are:

Strongly Agree (SA)

Agree (A) Undecided (U) Disagree (DA) Strongly Disagree (SDA)

COMPLIANCE TO SCHOOL RULES

	Strongly Agree	**Agree**	**Undecided**	**Disagree**	**Strongly Disagree**
I don't go out of school without permission					
I don't cheat in exams					
The rules in my school are okay					
I don't care destroying school furniture					
I enjoy obeying my teachers					
I obey the prefects in my school					
I am not afraid of doing things that are punishable at school					
I avoid committing offences at school					
Obeying school rules can arrest truancy among students					
I am always present at school					
I stay in school till closing time					
I use to miss some lessons					
I come to school on time					
I ask for assistance during exams					
After holidays I resume school on the said day					
If I don't do my homework I absent myself from school					
Discipline in schools should be maintained					
The rules in my school are harsh and I don't like them					
I make sure my school uniform is always neat					
I avoid fighting with any one at school					

Source: Self constructed questionnaire based on literature review of related questionnaires

APPENDIX D

ENGLISH LANGUAGE TEST SS II TIME ALLOWED 1 ½ HOUR

OBJECTIVE: Attempt all questions time allowed:

From the words or group of words letter A to D, choose the words associated with building that best complete the following sentences.

- The building collapsed because it did not have a solid_____

(a) House keeper (b) Foundation (c) Television (d) Kitchen

2. I gave my father the building_____ for safe keeping.
   (a) Document (b) Broom sticks (c) Cup (d) Plate
3. Mr. Abdullahi just bought a new_____ of land.
   (a) Clothe (b) Car (c) Plot (d) Shoe
4. My uncle is an_____, he designs buildings
   (a) Doctor (b) Architect (c) Surveyor (d) Farmer
5. Our toilet need to be repaired so my father called a_____
   (a) Mechanic (b) Plumber (c) Teacher (d) Pilot
6. The _____ stopped working because it started to rain.
   (a) Bricklayer (b) Electronics (c) Students (d) Bankers
7. What colours are we going to use on the_____.
   (a) Car (b) Motorcycle (c) Wall (d) Ball

From the options A to D, pick the prefixes or suffixes that best completes the words above to give a new meaning.

8. Breakable
   (a) Un (b) Dis (c) Semi (d) Anti-
9. Agree
   (a) Anti (b) un (c) Dis (d) Over
10. Corruptible
    (a) Anti (b) Semi (c) Dis (d) In
11. Malaria
    (a) Dis (b) Anti (c) Over (d) Un
12. Justice
    (a)ify (b)ful (c) lly (d) tion
13. Circulate
    - ian (b) ion (c)ful (d) ous
14. Electric
    (a)ity (b)ion (c)ful (d)clon
15. Communicate
    (a)ian (b)ion (c)ful (d)sion

From the list of words letter A to D chose the one that is nearly opposite in meaning to the underlined word and that at the same time correctly fill the gap from number 16 to 25.

16. The <u>handsome</u> profit from her business made Mrs. Uba stop complaining about her husband's _____ salary.
    (a)Ugly (b) Meager (c) Modest (d) Lowly
17. Chief Osa prefers <u>fame</u> in the village to _____ in the city.
    (a) Neglect (b) Ignorance (c) Poverty (d) Obscurity

18. The media house should employ the novice and the_____ journalist.
(a) Apprentice (b) Probationer (c) New cower (d) veteran
19. While the registrar considers the matter insignificant his deputy sees it as _____.
(a) Minute (b) Crucial (c) Compulsory (d) Marvelous
20. It pays to be firm rather than _____in a case like this.
(a) Flexible (b) Frank (c) Irresponsible (d) Careless
21. Usually, Joseph is articulate in his speech but today he sounds_____.
(a) Clear (b) Turgid (c) Timid (d) Incoherent
22. The man's first wife is loyal while the second is _____.
(a) Unfaithful (b) Unkind (c) Selfish (d) Hostile
23. Rather than convict him impartial judge _____ him.
(a) Blamed (b) Dismissed (c) Upheld (d) Acquitted
24. Instead of reconciling her parents, Mary worked hard of_____.
(a) Dividing (b) Destroying (c) Separating (d) Isolating
25. We thought that Uncle Sam's health had improved but it had rather_____.
(a) Persisted (b) Deteriorated (c) Depend (d) Decreased

From the following option A to D select the correct spelling

26. (a) Delisious (b) Delisious (c) Delicious (d) Deliscious
27. (a) Laftenant (b) Leutenant (c) Lieutenant (d)Liutenant
28. (a) Neighbour (b) Neigbour (c) Neighbor (d)Nighbour
29. (a) Seperately (b) Saperately (c) Separately (d) Seperately
30. (a) Transparant (b) Transparent (c) Transparent (d) Tresperarent

From the options A-D select the word that is spelled in British English

31. (a) Enlargement (b) Enlargament (c) Enlergarment (d) Enlergement
32. (a) Pharmasist (b) Pharmacist (c) Farmacist (d) Pharmecist
33. (a) Gray (b) Defence (c) Defense (d) Plow

From letter A-D choose the one that is more appropriate interpretation of the expression underlined

34. After four years of hard work, he passed his law examination and was called to bar
(a) Was admitted as a barrister (b) was indicted for an offence (c) was invited to a beer parlour (d) was appointed as a judge
35. The newspaper coated the ministermore costly verbatim
(a) Indirectly (b) tendentiously (c) upside down (d) word to word
36 People fear that the regulation will make petroleum product more costly
(a) More affordable (b) more available (c) cheaper (d) more expensive
37. He recently took up swimming as a hobby
(a) Discontinue learning (b) Neglected learning (c) Stated learning (d) Stoped learning

Choose the word that is nearest in meaning to the underlined word

38. Smoking is prohibited in public place
(a) Forbidden (b) Allowed (c) Accepted (d) protected
39. I found my things intact in the hostel
(a) Unclean (b) packed (c) Neat (d) Cattered
40. The house is vacant
(a) Not habitable (b) Deserted (c) Unoccupied (d) Abandoned

Fill in the blank space with the correct option

41. She has not _____ doing her primary job as most needed of her
(a) Bin (b) be (c) Being (d) Been (e) Best
42. The little girl had been falsely _____ of stealing the doll
(a) Warned (b) Abused (c) Accused (d) Needed (e) Wanted
43. Rain fell so _____ yesterday that we were unable to attend the party
(a) Heavy (b) Heavenly (c) Heavily (d) Angrily (e) Poorly
44. The train was so _____ that he was unable to catch it
(a) Fast (b) Faster (c) Fastest (d) Fasting (e) Powerful
45. Most urban areas are highly _____
(a) Congested (b) Constricted (c) Concentrated (d) Convergent (e) Congregated

Choose from the options lettered a-e the one that most appropriately completes the sentences

46. I cannot agree _____ such a proposal
(a) about (b) for (c) in (d) to (e) with
47. Neither the brother nor the sister felt happy _____ the incident
(a) about (b) by (c) for (d) in (e) to
48. Is it try that your brother has been charged _____ house breaking?
(a) Against (b) for (c) into (d) on (e) with
49. My friend celebrated Christmas _____ the New year at Kafanchan
(a) again (b) also (c) as well as (d) including (e) so
50. A noun phrase has the following except
(a) A subject (b) an object (c) a complement (d) a comment

APPENDIX E

MATHEMATICS TEST SSII **TIMED ALLOWED 1 HOUR**

OBJECTIVE: ANSWER ALL QUESTIONS

- Evaluate the product of 5^4 and 5^3

[a]5^7 [b]5^1 [c]5^8 [d]512

- Evaluate $(101.5)^2 - (100.5)^2$

[a] 1 [b] 2.02 [c] 20.02 [d] 202

- d^2-5d+6=0 the root of the equation are

[a] 2 and 3 [b] 3 and 4 [c] 4 and 5 [d] 5 and 6

- Given that A.P 9, 12, 15, 18, …… Find 8^{th} term

[a] 3 [b] 40 [c] 29 [d] 30

- Given that the G.P 5, 10, 20, 40, 80, …… find the geometric ratio

[a] 4 [b] 3 [c] 5 [d] 2

- Given that the sum of the G.P 2+6+18+54+ …….. + 1458. Find the first term and the common difference

[a] 2 and 6 [b] 2 and 4 [c] 2 and 3 [d] 2 and 5

- Factorize the following expression

[a] [b] [c] (d)

- If a x ∞ y and x=20 when y=4. Find x when y=12

[a] 60 [b] 40 [c] 80 [d] 90

- Find the reciprocal of ¾

[a] ^{3}/4 [b] 2/3 [c] 4/3 [d] 3/2

- If the reciprocal of 8

[a] 8/1 [b]2/8 [c] l/8[d]3/8

- Estimate the value of 0.079x0.521

[a] 0.06 [b] 0.08 [c] 0.04 [d] 0.07

- Solve $(x+2)^2 = 0$

[a] -3 or -2 [b] -4 or -6 [c] -2 or -2 [d] -6 or -3

- Express the approximation 13435.7954 to the nearest thousand

[a] 13,000 [b] 13,400 [c] 13, 430 [d] 13, 200

- 345 evaluate to 1 s.f

[a] 340 [b] 400 [c] 332 [d] 410

- A line segment joining any two point on it circumference is called

[a] chord [b] a diameter [c] minor arc [d] an arc

- We can only use Pythagoras theorem to solve

[a] right angle [b] acute angle triangle [c] obtuse angle triangle [d] right angle triangle

- If then x

[a] x=4 or -9 [b] x=4 or 9 [c] x=5 or 6 [d] x=3 or 9

- Express the product of 0.06 and 0.09 in standard form

[a] 5.4 x 10^{-3} [b] 5.4 x 10^{-2} [c] 5.4 x 10^{-1} [d] 5.4 x 10^3 [a] 8 [b] 9 [c] 6 [d] 7

- find two number which differ by 4 whose product is 45

[a] 6 and 10 [b] 1 and 5 [c] 11 and 14 [d] 5 and 9

- find two consecutive numbers whose product is 156

[a] 5 and 6 [b] 12 and 13 [c] 14 and 15 [d] 16 and 17

- The sum of interior angle of a triangle is equal to

[a] 360° [b]90° [c] 100° [d] 180°

- Solve the following pairs of simultaneous equation

[a] x=2, y=4 [b] x=-l, y=4 [c] x=-1, y=-4 [d] x=3, y=5

- The figure above is called

[a] acute angle triangle [b] obtuse angle triangle [c] right angle triangle [d] reflex angle triangle

- In triangle XYZ, Y=13°, x=10m z=15m find y

[a] y=1.2m [b] y=2.5m [c] y=23m [d] y=5.72m

- If 5x-2 x 4 find the range of values of x for which 2x+5 1 and x 4 1 are both satisfied

[a] -2 x 5 [b] - 3 x 5 [c] 4 x 8 (d) -3x5

- A school contains 357 boys and 323 girls if a student is chosen at random what is the probability that a girl is chosen

[a] 25/40 [b] 3/40 [c] 19/40 [d] 30/40

- Sin is equal to

[a] [b] [c] [d]

- is called

[a] Sine rule [b] cosine Rule [c] Pythagoras [d] Trigonometric ration

- Two numbers have a difference of 3, the sum of their square is 89. Find the number

[a] 8, 9 [b] 8, 6 [c] 15, 10 [d] 2, 5

- The angle of elevation of x from y is 30° if xy=40m how many is x above the level of y

[a] 10m [b] 20m [c] 23m [d] 40m

- Simplify

[a] [b] [c] [d]

- Express 0.031 in standard form

[a] [b] [c] [d]

- Solve the equation

[a] x=2 or -3 [b] x=4 or -3 [c] x=2 or -9 [d] x=4 or -9

- Round off the number 163.864 to 2 decimal places

[a] 163.87 [b]163.84 [c]163.86 [d] 164.00

- Express 234 in standard form

[a] [b] [c] [d]

- Round off 146.83 to 3 significant figures

[a]147 [b] 146 [c] 148 [d] 145

- Simplify

[a] [b] [c] [d]

- Round off 0.002 to 2 significant figures

[a] 0.02 [b] 0.002 [c] 0.00 [d] 0.0020

- Calculate the area of a circle of radius 3.5 cm

[a] 28.49 [b]38.49 [c] 45.89 [d] 35.48

- Solve simultaneously

[a] x=3, y=4 [b] x=5, y=2 [c] x=5, y=4 [d] x=5, y=2

- Solve

[a] x=2 or 3 [b] x=1 or -7/2 [c] x=1 or -15/2 [d] x=3 or 1

A die is rolled 200 times. The outcomes obtained are shown in the table below

Number	1	2	3	4	5	6
No. of times	25	30	45	28	40	32

Use the above table to solve question 12 to 14

- Find the experimental probability of obtaining 2

[a] 0.4 [b] 0.2 [c] 0.5 [d] 0.15

- Find the experimental probability of obtaining 5

[a] 0.2 [b] 0.5 [c] 0.8 [d] 0.12

- Find the experimental probability of obtaining 6

[a] 0.2 [b] 0.14 [c] 0.16 [d] 0.13

- If £1 = ₦ 4.90, express £300 in Naira

(a) ₦ 61 [b] ₦ 870 [c] ₦ 980 [d] ₦ 1470

- Solve simultaneously

[a] [b] [c] [d]

- If £1 = ₦4.90, change ₦ 1000 to pounds sterling to the nearest £.

[a] £200 [b] £21 [c] £204 [d] £205

- Round off the number 146.83 to 1 decimal places

[a]147.0 [b]146.9 [c] 146.8 [d] 146

- Simplify

[a] [b] [c] [d]

- Simplify

[a] [b] [c] [d]