

**IMPACT OF SOME DEMOGRAPHIC VARIABLES ON ACADEMIC NEEDS
ACHIEVEMENT AMONG UNDERGRADUATE STUDENTS OF TWO NIGERIA
UNIVERSITIES: COUNSELLING IMPLICATIONS**

BY

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SEPTEMBER, 2014

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BY

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SEPTEMBER, 2014

DECLARATION

I declared that this thesis entitled “THE IMPACT OF SOME DEMOGRAPHIC VARIABLES ON ACADEMIC NEEDS ACHIEVEMENT AMONG UNDERGRADUATE STUDENTS OF TWO NIGERIA UNIVERSITIES: COUNSELING IMPLICATIONS” carried out by me in the department of educational psychology. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another Degree or Diploma at this or any other institution

.....
Name:

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Signature

.....
Date

CERTIFICATION

This thesis entitled “THE IMPACT OF SOME DEMOGRAPHIC VARIABLES ON ACADEMIC NEEDS ACHIEVEMENT AMONG UNDERGRADUATE STUDENTS OF TWO NIGERIA UNIVERSITIES: COUNSELING IMPLICATIONS” by Akeem Akanni RAFIU, meet the regulations governing the award of Master’s Degree (M.Ed.) Guidance and Counselling of Ahmadu Bello University, Zaria Nigeria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

I dedicated this work to the memory of my late sisters Lateefat Abdulrafiu and Fatimah Abdulrafiu, may their souls rest in perfect peace Amen.

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In the name of Allah, the beneficent and the merciful all praises and adoration is due to Allah and may his peace and blessing be upon the prophet Muhammad (peace be upon him) his household, companions and those that follow their foot step.

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OPERATIONAL DEFINITIONS OF TERMS

- **Academic needs achievement:** Individuals needs for achievements in academic which is symbolized by striving to accomplish set goal.
- **Demographic variable:** individual characteristics which include gender, location and course of study

ABSTRACT

This study employs survey design in investigating the impact of some demographic variables on academic needs achievement among undergraduate students of the two Nigerian universities: counselling implication. The sample of the study is made of 367 undergraduate students from the two universities constituted the study, out of which 162 are from faculty of Education, 36 from faculty of Pharmacy and 60 from faculty of Law Ahmadu Bello University while 71 are from faculty Education, 14 from faculty of Pharmacy and 24 from faculty Law University of Ibadan drawn through simple random techniques. The Instrument used to collect information was an adopted Academic Needs Achievement Scale by Bakare (1977). Data collected were analyzed using mean, standard deviation and analysis of variance (ANOVA). The findings revealed that location of university is not a significant factor on academic needs achievement of undergraduate student in favour of Ahmadu Bello university with p value of 0.230 which is greater than alpha value of 0.05 ($P = 0.230 > \alpha = 0.05$), gender has no significant impact on the academic needs achievement of undergraduate students in favour of Ahmadu Bello University with p value of $0.809 > \alpha$ value of 0.05 ($p = 0.809 > 0.05$) and the course of study has significant impact on academic needs achievement undergraduate students with F-cal value of $7.618 > F$ -crit value of 3.021. Base on the findings of this study it was recommended that students should be taught how to learn and develop a good academic needs achievement, that male and female undergraduate students should be encourages to put more efforts and commitment to their study .

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

It is expected that any secondary school leaver proceeding to higher institution of learning must have been motivated by one reason or the other and this motivation is usually accompany with the spirit of academic need achievement, base on which a goal will be set

Having been admitted into higher institution, some demographic variables which include location, gender and course of study may influence the internal energy of such student which was earlier directed towards achieving the goal sets and such variables have the capacity to impact positively or otherwise on the academic need achievement of such students (Adeaga&Akinleke-, 2002).

Demographic variables such as location, gender and course of study play a very important role in the academic need achievement of individual student. In fact success and failure depend upon some of these variables which include Income, Location, age, gender that constitute individual personal statistics.

This point was further explained by Adeaga and Akinleke (2002) that many students do perform below expectation in their academic striving due to factors other than low intellectual capacity, stressing that such factors are demographic variables which often result in poor academic performance even among the naturally bright students.

A modern society cannot achieve its aim of economic growth, technical development and cultural achievement without harnessing talent and some demographic variables of its citizens.

One of the major tasks of Education is to help children to develop the skills which promote a lifetime of learning. Educationist and counsellors in Educational setting are often confronted with students who appear to have above average scholastic aptitudes but are very poor in their studies. A recurring question baffling them has been why some students succeed in their study and while others do not. This question is sometimes considered to be closely related to academic need achievement. Efficient learning depends not only on good teaching method but also satisfactory learning procedures. Adeaga and Akinleke (2002) are also of the view that students do badly academically on account of factors other than low intellectual capacity. Tiwan and Basal (1994) mentioned that a child with high academic achievement is likely to be well-treated and well behaved and independent and low achievers are incapable and deprived of employment which may lead to maladjustment in life.

Education is synonymous to knowledge and knowledge is synonymous to high academic need achievement. In the views of Alaba (2004) Education, is the total experiences an individual acquired from the day he/she is born till death. It is crystal clear that all human experiences in life both within the school and outside the school setting constitute Education such as learning to eat, dance.

Education also in its broadest sense may be defined as a process designed to inculcate the knowledge, skills, and attitudes necessary to enable individuals to cope effectively with their environment. Its primary purpose is to foster and promote the fullest individual self-realization for all people (Verma, 1990). Therefore to achieve the Educational objectives and ensure effective performances among universities undergraduate there is a need to first and foremost assess the impact of some demographic variables such as the location of schools, gender and the course of study in order to find out their impact on the academic need

One of the facilitators of academic needs achievement may be the course of study an individual student is pursuing. If the course is appropriate to the need of the students he may likely achieve academic laurels, coming out with in flying colours starts by having the right course of study which will in turn motive and ginger such students to set up a target and work towards achieving the set target wrong placement in a course of study very often affects the performance of students in many respect as its affects the zeal and enthusiasm of such individual especially in area of academic needs achievement.

Similarly gender of the students is an important variable that relates to academic needs achievement. The zeal and motivation to achieve academically may differ depending on the sex of the students. Traditionally, though not scientifically proven, there are certain courses that are considered more appropriate to a particular sex than the other. For example nursing service, Home Economics are considered more suitable to females than male. Similarly, engineering, agriculture are for male folk.

The location of an institution is another variable that may influence the setting up of academic needs achievement of a student. It may affect someone's level of adjustment which will in turn have a repercussion on his/her academic needs achievement, doing so may shade more light on an important strategy for improving students' performances in schools.

Therefore, this research work would provide a basis for the students and the general public on the impact of some demographic variables on academic needs achievement among university students.

1.2 Statement of the Problem

Studies have shown that, undergraduate students of higher institutions of learning do perform below expectation. This is sometimes attributed to low intellectual ability which often resulted into failure at any time for a student to recall a pervious learning activity.

The fact is that low intellectual ability may not be the only factor responsible for this in most cases. Some demographic variables such as, location of the school, gender and course of study are sometimes responsible for this. A student whose school is located in rural area may perform differently than his colleague located in the urban area. Similarly the type of course a student is pursuing may influence his needs achievement negatively or positively so also the location in which the institution is sited. Male students may also differ with their female counterparts in setting up academic needs achievement.

Can these factors impact on the academic needs achievement of undergraduate students in the two universities? This is the focus of this research which is geared towards verifying scientifically through empirical study. Hence this study is out to assess the impact of some demographic variables such as institution location, gender and course of study on academic needs achievement among undergraduate students.

1.3 Objectives of the Study

The following are the objectives of the study:-

1. To determine the impact of school location on academic needs achievement of undergraduate students in Ahmadu Bello University and University of Ibadan.

2. To ascertain the impact of gender on academic need achievement of undergraduate students in Ahmadu Bello University and University of Ibadan
3. To ascertain the impact of course of study on academic needs achievement among Undergraduate Students in Ahmadu Bello University and University of Ibadan

1.4 Research Questions

In line with the objectives of the study, the following research questions were raised.

1. What is the impact of school location on academic needs achievement among undergraduate students of Ahmadu Bello University and University of Ibadan?
2. What is the impact of gender on the academic needs achievement of undergraduate students of Ahmadu Bello University and University of Ibadan?
3. What is the impact of course of study on the academic needs achievement of undergraduate students in Ahmadu Bello University and University of Ibadan?

1.5 Hypotheses

Based on the research questions, the following Null hypotheses guided this study.

1. There is no significant difference in the impact of school location on the academic needs achievements of undergraduate students of Ahmadu Bello University and University of Ibadan.
2. There is no significant difference in the impact of gender on academic needs achievement of undergraduate students in Ahmadu Bello University and University of Ibadan.
3. There is no significant difference in the impact of course of study on academic need achievements of undergraduate students in Ahmadu Bello University and university of Ibadan.

1.6 Basic Assumption

1. It is assumed that the location of school has impact on academic needs achievement.
2. It will also assume that the gender has an impact on academic needs achievement.
3. It is assumed that course of study has an impact on academic needs achievement.

1.7 Significance of the Study

It is hoped that the findings of this study will be of help to teachers, parents, counsellors and the students. The awareness about the impact of some demographic variables on academic needs achievement will assist the teachers in both their choice of teaching and evaluation of the students so that their performance can be improved.

The teachers are the one passing academic information to the students which at the end of the day will appear whether the information passing across to them is understandable or not by means of giving out examination. So if the information passing across is certified to be alright by the authority concerned and yet the students perform low then other means which include liaison will be employed and by so the point at which things is wrong will be detected.

The study will also afford the parents to appreciate the impact of these variables on the academic need achievement of the children. The appreciation would let them be fully aware of their role and expectation in the academic need achievement of their children.

For instance some parents who are well educated are usually aware of the performance of their children and so if what they are expecting to be is not the one they noticed i.e persistence poor performance, then the next question is that are you feeling fine, are you not been provided with your need and so on.

It will also assist the counsellor to fully comprehend the nature of student learning process as an interaction between some demographic variables and academic need achievement of individual students.

It is clear that every student knows his ability academically; it is only that whatever the outcome the blame is on the teacher. For instance if a student who is very good academically in Ibadan moved to Zaria and then perform below expectation then this will called for many reason and base on this a conclusion will be reached.

Finally to the students, the study will afford them the opportunity to be aware of the impact of some demographic variables on their academic need achievement so that they can plan on their own on how to make use of little available resources to achieve their goals.

1.8 Scope and Delimitation of the Study

The scope of the study covered all undergraduate students of Nigeria universities and delimited to undergraduate students of Ahmadu Bello University and University of Ibadan.

However, the demographic variables consider in the research are location of school, gender and course of study and hence the research aim to finding out the impact of some demographic variables on academic needs achievement among undergraduate students of two Nigerian universities: counselling implication.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents in detail the concept of academic needs achievement, measurement of academic needs achievement, concept of demographic variable which include location, gender and course of study. The chapter also discusses some selected theoretical frame works which include: cognitive development theory, social learning theory and Hull need theory of learning. Equally, within the span of this chapter there is the review of related literature under the following heading-Academic needs achievement, academic achievement discourse, achievement motivation, under achievement, empirical study and summary of the chapter.

2.2 Concept of Academic Needs Achievement

According to Oniye (1993), Academic needs achievement is a term referring to individual's needs for achievement, symbolized by his/her striving to accomplish personal or social set goals. Academic needs achievement also refers to as a sort of process by which the internal energies of a learner are directed towards various goals object in his environment and it is often used interchangeably with achievement motivation. Lovell (1973) concurs that motivation is the drive energy or degree of action an individual display. This view is further elaborated by Oladele (1987) who notes that motivation depicts "WHY" of human act. i.e. why they do undertook certain tasks. For example students strive to accomplish certain goals or struggle towards high academic achievement. He goes further to maintain that motivation refers to "psychological or internal process which is initiated by certain needs embedded within the individual thus promoting the person to strive to accomplish goals that would lead to satisfaction

of such needs.” For instance, the existence of academic needs thus the motivation towards academic achievement.

Academic needs achievement and achievement motivation are closely related and it has been used interchangeably by some researchers. For instance, need achievement motivation refers to hypothetical construct designed to explain inter-personal and inter individual differences in the orientation intensity and consistency of achievement behaviour. This construct according to Adler (1952) stands for the personality characteristics that involve a learned predisposition behaviour pattern to attain success in competition with an internalized standard of excellence.

Need for achievement (N-Ach) refers to an individual’s desire for significant accomplishment mastering of skills, control and high standard. The term was first used by Henry Murray and associated with a range of actions .This includes: “intense prolonged and repeated efforts to accomplish something difficult, to work with singleness of purpose towards a high and distant goal to have the determination to win.” The concept of N-Ach was subsequently popularized by the psychologist David McClelland.

This personality trait is characterized by an enduring and consistent concern with setting and meeting high standards of achievement. This need is influenced by internal drive for action (intrinsic), and the pressure exerted by the expectations of others (extrinsic motivation), measured by thematic appreciation tests. Need for achievement motivates an individual to succeed in competition and to excel in activities important to him or her.

Need for achievement is related to the difficulty of tasks people choose to undertake. Those with low N-Ach may choose very easy task in order to minimize risk of failure, or highly

difficult tasks feeling that they are challenging but within reach while people in high in N-Ach are characterized by a tendency to seek challenges and a high degree of independence. Their most satisfying reward is the recognition of their achievements. Sources of high N-Ach include:

1. Parent who encourages independence in childhood
2. Praise and rewards for success
3. Association of achievement with positive feelings
4. Association of achievement with one's own competence and effort, not luck
5. A desire to be effective of challenged
6. Intrapersonal strength
7. Desirability
8. Feasibility
9. Goal setting abilities

The pioneering research work of the Harvard psychological clinic in the 1930s, summarized in explorations personality provided the tart point for future studies of personality, especially those relating to needs and motives. David C. McClelland's and his associates' investigations of achievement motivation have particular relevance to the emergence of leadership. McClelland was interested in the possibility of deliberately arousing a motive to achieve in an attempt to explain how individuals express their preferences for particular outcomes a general problem of motivation in this connection. He establish the presence of an achievement motive was the type of fantasy a person expressed on the thematic apperception test (TAT) which was developed by Christiana Morgan and Henry Murray, who note in explorations in personality that "...when a person interprets an ambiguous social situation he is apt to expose his own personality as much as the phenomenon to which he is attending each picture should suggest some critical situation

and be effective in evoking a fantasy relating to it". The test is composed of a series of pictures that subjects are asked to interpret and describe to the psychologist. The TAT has been widely used to support assessment of needs and motives.

In 1960 McClelland published a book titled "The Achieving Society" which articulates his model of human motivation. McClelland contended that three dominant needs—for achievement, for power, and for affiliation—underpin human motivation. McClelland believed that the relative importance of each need varies among individuals and cultures. He hinges this on the point that commonly used hiring tests using IQ and personality assessments were poor predictors of competency. McClelland proposed that companies should base hiring decisions on demonstrated competency in relevant fields rather than on standardized test scores. Iconoclastic in time, McClelland's ideas have become standard practice in many corporations.

The procedure in McClelland's initial investigation aroused in the test audience a concern with their achievement. A control group was used in which arousal was omitted in the course of the experiment and he discovered through analyzing the stories on the TAT that initial arousal was not necessary; instead, members of the control group—individuals who had no prior arousal—demonstrated significant differences in their stories. Some wrote stories with a high achievement content and some submitted stories with a low achievement content. Using results based on the thematic apperception test, McClelland demonstrates that individuals in a society can be grouped into high achievers based on their stories on what he called "N-Ach".

McClelland and his associates have since extended their work in fantasy analysis to include different age groups, occupational groups, and nationalities in their investigations of the strength of need for achievement. These investigations have indicated that the N-ach score

increases with a rise in occupational level invariably businessmen managers and entrepreneurs are high scorers. Other investigations into the characteristics of the high achievers have revealed that accomplishment on the job represents monetary rewards which serve as an index of this accomplishment. In addition, these other studies found that the high achievers though identified as managers, businessmen, and entrepreneurs are not gamblers. A high emotional intelligence calls for a high need for achievement, while a low emotional intelligence calls for a lower need for achievement. They will accept risk only to the degree they believe their personal contributions will make a difference in the final outcome.

An experiment realized to entry level managers of AT&A from 1956 to 1960 studied the level of achievement attained during a period of 8 to 16 years showing that high n-Achievement was associated with managerial success at lower levels of management jobs in which promotion depends more on individual contributions than it does at higher levels. At the higher levels in which promotion depends on demonstrated ability to manage others and a high n-achievement is not associated with success.

These explorations into the achievement motive seem to turn naturally into investigation of national differences based on max weber's thesis that the industrialization and economic development of the western nations were related to the protestant ethic and its corresponding values supporting work and achievement. McClelland and his associates agree that such a relationship viewed historically through and index of national power consumption indeed exists. Differences related to individual as well to national accomplishments depend on the presence or absence of an achievement motive in addition to economic resources or the infusion of financial assistance. High achievers can be viewed as satisfying a need for self-actualization through

accomplishments in their job assignments as a result of their particular knowledge their particular experiences and the particular environments in which they have lived.

2.3 Concept of Demographic Variables

Demographic variables are individual characteristics which include location, gender and course of study which have the capability to either influence positively or negatively on academic of undergraduate students (Akinleke and Adeaga, 2002)

People differ in terms of behaviour i.e. overt and covert, intelligent and in fact how people generally react to every situation. In this regard we have some certain students who are ready to learn irrespective of the difficulty they may pass through and while there are others who learn under conducive atmosphere.

For a teacher to be commended, the performance of the students after an examination is to be assessed and that is why some Educationist are of the opinion that if the students pass an examination the teacher is also passed but where the students failed the teachers also failed as well. One crucial thing that needs to be considered in teacher-students relationship is the fact that teachers are not magicians. For their effort to be complemented the student on their own must be willing and ready to learn and for this to be justified certain things are to be made available that would make a meaningful learning to take place (Sotonade, 1998).

Many students who are found to be an outstanding in most cases are found to be victim of poor academic achievement which may directly not link to their intellectual ability but because certain things are lacking which include money due to the economic status of the parent to acquire the necessary materials needed for the course as at when needed (Zikmund, 2003).

The demographic variables that distinguished social classes have long been recognized as heterogeneous in nature and their impact on academic achievement Muske (2002). Demographic variable are those variable which basically distinguished people according to their status. (Zikmud, 2003).

There has been an endeavour to discover what seem to underpin academic achievement of undergraduate student for nearly a century. Researchers have studied academic performance in the context of people without equal access to schooling and their low academic achievement. Student's academic achievement was related to many variables such as access and equality, personality and independence and self-esteem kumar (2020). In other words, these researchers implied that ability was merely one of several variables related to academic performance.

The achievement dream still exists and researchers are continuing to launch investigations of academic performance in the context of what affects, it how it can be achieved, and how it can be sustained. These researchers reported that academic achievement is associated with non-cognitive variables as well as cognitive variables. For example, non-cognitive variables such as climate and environment (Dezmon, 1995) should accord recognition along with cognitive variables such as high school grade point average and high school class mark.

The question of how those variables can be managed to improve academic performance of students is still a complex problem at all levels of education. Researchers are continuing to investigate ways to improve academic achievement practioners nationwide are waiting for responses to a social problem that disproportionately affects Nigeria.

Colleges and universities stand to profit from a synthesis of research findings associated with the improvement of academic achievement of African Americans, more specifically African- American males at four-year educational institutions

2.4 Gender and Academic Needs Achievement:

Quality Education is key to providing the right human resources for social and economic production sectors facilitating wealth creation and improving living standard Abdullah (2011) A report from department of inter-national study development (1998) reveals that countries of the world consider the provision of Education importation for their over-all socio-economic development and consequently allocate an annual basic substantial amount of resources to its post primary Education. This is because a girl has important individual benefit in term of her options and resources over her life time. These benefits extend beyond the girl in affecting her family and the society as a whole. The benefits to society include enhanced economic development, Education for the next generation, healthier young girls and families and fewer maternal death (UNICEF, 2004). The benefit of Education for a girl and society can be explained by the effect that Education empowering girl to acquire and use new personal, social and economic behaviour that in turn, affect societal change (Moulton, 1991).

According to Wanjiku (1994) where resources are limited and the family size is too wide then the Education of boy's come first by denied the girls. Girls have been socialized to accept this and usually drop out of school for the benefits of their brothers. Kelly (1998) had the view in his study. He reveals that when the parents are confronted with constraints or limited opportunities and resources for schooling, they generally favour the Education of male children. This is so because boys were seen as a vehicle of continuity in the lineage and the girl was on transit.in effect, this approach to child education leads to low girls academic needs achievements,

which impact negatively on the society because lack of Education for girls has a negative influence in child mortality, economic growth and fertility rate (Kitave, 1999).

Adolescents face many challenges associated with the developmental progression to adulthood. Female adolescent often experience more barriers to development than males, and the differences in growth are impacted by contrasting incidents related to social constructs such as gender. Abrams (2002) examined adolescent girls and explored how gender, race, and class influenced development. Specifically, the manner in which an adolescent female responds to stereotypes and cultural norms about gender roles and expectations shapes the behavior of the individual, as some females may respond to these influences in a negative/defiant way and others may resist negative behaviors and develop resiliency against them (Abrams, 2002). For example, a study of African American girls from a St. Louis housing project showed how females responded to multiple levels of oppression related to contexts of race, gender, and class, thus generating additional discussion about the challenges to development and influences on self-perception as female's progress toward womanhood (Ladner, 1971). Threats to development and acquisition of positive self-view and image can also influence adolescent girls' educational and vocational attainment as well as their life goals

2.5 Location and Academic Needs Achievement:-

There is no doubt that the student in urban centre are expected to perform better than their colleagues in the rural areas because the teaching and learning process, commitment of leadership, teachers and students, discipline, design building, medical facilities and arrangement for physical health, all are the indicator of school environment.

However, all these indicators of school location contribute to produce academic achievement of students. A better location of school attracts the efficient students with better prior ability; however, parents and students appear to like schools in urban setting more than the one in the rural setting. The student with a good academic need achievement performs better where the school environment is highly conducive for teaching and learning and vice-versa.

Furthermore, most of the students with low academic needs achievement also show comparatively better performance in the school where every facility is readily available apart from the chalk and the board where they have chances to learn with the better peers' group. However they have no chance to learn with efficient students in the rural area.

Odebunmi (1988) is of the opinion that the location of the school and teachers related factor has powerful and positive influence of undergraduate student's achievement. Finally, it is concluded that a better learning environment support students in the teaching learning process. Therefore, location of school plays an important role in the student learning process.

2.6 Course of Study and Academic Needs Achievement

Social integration as a sense of attachment to college social life, social contacts with faculty and staff, positive peer interaction, and a general sense of belonging in the university .The was replete with information on the importance of the interaction between students and faculty and this accounts for the need for Nigerian students to believe that they were prepared well enough to belong academically. (Abrahams, L 2000) maintained that when students are academically and socially integrated with college life, their academic achievements improve and they experience a higher rate of retention. However, in order to support such integration, the institution and the student must be right for each other.

Abrahams (2000) maintain that there is an association between the characteristics of the institution and those of the students. These authors proclaimed that the institution must implement programs to address social and academic integration, and the students must take advantage of the services.

In summary, the non-cognitive variables that appeared to be associated with academic achievement are: (1) self-esteem, (2) locus of control, (3) stigma, and (4) social and academic integration. Additionally, interacting with the faculty and fellow students, experiencing feelings of belonging, and participating in college life are also associated with academic achievement of undergraduate African-American males (Abrahams, L 2000) there is a higher retention rate and higher academic achievement of undergraduate males when schools have programs that are based on these variables.

2.7 Measurement of Academic Needs Achievement

The techniques McClelland and his collaborators developed to measure N-Ach, affil and N-Pow can be viewed as a radical break with the dominant psychometric tradition. However, it should be recognized that McClelland's assertion was strongly influenced by the pioneering work of Henry Murray, both in terms of Murray's model of human needs and motivational processes (1938) and his work with the OSS during world war two. It was during this period that Murray introduced the idea of "situation tests" and multi-rater/multi-method assessments. It was during this period that Murray who first identified the significance of Need for Achievement, power and affiliation, placed these in the context of an integrated motivation model.

Whilst trait-based personality theory assume that high-level competencies like initiative, creativity, and leadership can be assessed using "internally consistent" measures (see

psychometrics), the McClelland measures recognize that such competencies are difficult and demanding activities which will neither be developed nor displayed unless people are undertaking activities they care about (i.e. are strongly motivated to undertake). Furthermore, cumulative number of independent but cumulative and substitutable components of competence they bring to bear while seeking to carry out these activities that will determine their success. Accordingly, the N-Ach, N-Aff and N-Pow scoring systems simply count how many component of competence people bring to bear whilst carrying out activities they have a strong personal inclination (or motivation) to undertake.

McClelland's research led him to formulate psychological characteristics of persons with strong need for achievement. According to McClelland and David Winter (motivating economic achievement), the following features accompany high level of achievement motivation:

- a. Moderate risk propensity
- b. Understating innovative and engaging tasks
- c. Internal locus of control and responsibility for own decisions and behaviors
- d. Need for precise goal setting.

2.8 Academic Achievement: An Overview

Research evidence has shown that studies on academic achievement have been carried out both here in Nigeria and in foreign countries. According to the findings of these studies, it is discernable that scholars have used the term achievement and performance interchangeably in relation to academic work of students. This is applicable to Nigeria content. Academic achievement refers to the knowledge obtained/skills developed in the school which is often depicted by test scores. That is to say, the marks awarded by the teacher to each student.

Similarly Scannel (1960) views academic achievement as show of knowledge/skill: acquired/developed in school subjects represented by test scores or marks awarded by the teachers. However, two basic dimensions of perceiving academic achievement have been postulated. These perspectives are low and high. According to Olaniyi (1991) low academic achievement refers to poor performance or failure; while high achievement refers to good performance-success which is cherished by all. Conversely, the incidence of low achievement or failure is not only detested but dreaded as well. The implication of this view as supported by Salawu (1991) is that academic achievement is the performance of students in classroom tests, terminal examinations; junior secondary school certificate examinations; senior secondary school certificate examinations; West African School certificate Examinations, Undergraduates and postgraduate end of semester/year examinations etc.

Similarly, a review of studies by Jegede (1989) and Salawu (1991) showed that they share the same view with Yekeens (1990). For example, Salawu (1991) noted that academic performance is the same as academic achievement of students in different school subjects over attainment in tests and examinations given both within and or outside the school system, ranging from primary, post primary and tertiary institutions. This include scores obtained in tests/examinations giving weekly, monthly, termly and annually. However, at the post primary school level for examples, students' academic achievement could be regarded as their attainment in both the continuous assessment and either junior secondary school certificate examination or the senior secondary school certificate examination. In other word it could mean their attainment in any given subject at the teacher grade two examinations or general certificate or Education examination.

However, it is the opinion of some scholars that the academic achievement of students is a function of their educability. According to Hess and Craft (1975) educability refers to students' readiness and capability to learn in a formal institution such as school. This educability have three components namely: cognitive skills, motivation to succeed and acceptance of the role of pupil. Interestingly, various studies carried out have revealed that the academic achievement of students is influenced by different variables. Examples of such variables are locus of control, self-concept and perception of parental behaviour (Salawu, 1991).

Ogunlade (1973) discovered that the home background has a significant impact in students' academic achievement. They buttressed their view point with the explanation that in a home where the parents literate, the home stimulates the child towards learning. Thus such a child tends to achieve more academically than the child from an illiterate home that is devoid of stimulation or where the social relationship is hostile and non-supportive.

Another factors identified as determinant of academic performance is sex difference. In a study conducted on 600 students of delta region (in the Bendel but now Delta State), Ezewu (1980) found that male students generally perform better than the female students. This finding however, runs counter to earlier finding by Okoye (1983) in which he observed that the female student's female students generally possess the ability to recall better than male students. Since other studies have revealed that recall ability affects academic achievement positively and what should have been a logical corollary would have been for female students to perform generally better than their male counterpart. This however seem not to be owing to the nature of the findings of Okoye (1983). Research findings have also revealed that among the factors influencing students' academic achievement especially their dwindling performance include socio-economic background; family size, school environment among others. In the view of

Bakare (1979) and Fafunwa (1974) two basic factors responsible for low academic achievement of the students are heredity and environment-that is when they exert negative influence on the students. This view is corroborated by the observation of scholars (Salawu, 1991) in which they stress the important influence of family and neighbourhood in enhancing academic achievement, a trouble ridden or hostile home background inhibits learning.

Similarly, research by other scholars emphasized that students' personality and attitude have the potency of influencing academic achievement either positively or negatively. According to Clegg and Cogtal (1968), stress and culture also interfere with student academic achievement. In summary therefore it can be inferred from the above discussions that students academic achievement refers to their attainment in specific subject tested after a given period of time. This is usually represented by test/examination scores awarded by the teacher/lecture to each pupil/student. Different variables have been identified to influence student's academic achievement either positively or negatively. Examples of such variables are study habit and locus of control whereas factors both organism and cognitive also dictate the level of academic achievement of each student (Okoye, 1983).

2.9 Academic Achievement Discourse

A discourse is considered to be an institutionalized way of thinking on a social boundary about a specific topic. Discourses are seen to affect our views on all things; in other words, it is not possible to escape discourse. For example, two distinctly different discourses can be used about various guerrilla movements describing them either as "freedom fighters" or "terrorists." In other words, the chosen discourse delivers the vocabulary, expressions, and perhaps also the style needed to communicate.

In the field of education, one might engage in a "disability discourse" or a "learning differences discourse. "The former sees a child in terms of how he or she learn, with an effort not to label but to describe the child's specific ways of thinking and learning as accurately and specifically as possible). In other words, two educators can be looking at the same student and engage in vastly different speech acts and written communications about that student.

The previous writings lay more emphasis on the time to delineating the differences between these two particular kinds of discourse. (Abrahams, L 2000). In discussion some of these writings, used the term "paradigm" to mean something equivalent to discourse. The words that educators use to describe their students, the speeches made by politicians regarding education, and the laws that are written to enforce those beliefs are three examples of speech acts and written communications that have had immediate, practical, and significant impact on classroom practices. In this current status, contrast will be made between two educational discourses: Academic Achievement Discourse and Human Development Discourse. In this contest the types of speech acts and written communications, or discourses, engaged in by educators today-at least in public settings-are predominantly and increasingly Academic Achievement Discourses

What then is Academic Achievement Discourse all about? In this study it is a term that denotes the totality of speech acts and written communications that view the purpose of education primarily as supporting, encouraging, and facilitating a student's ability to obtain high grades and standardized test scores in school courses, especially in courses that are part of the core academic curriculum. Academic Achievement Discourse, however, means much more than this simple definition. There are several assumptions that help shape Academic Achievement Discourse:

The first word in Academic Achievement Discourse tells us a great deal about what is valued in learning: academics. Foremost in Academic Achievement Discourse is the emphasis on academic content (Literature, Science, and mathematics) and academic skills (reading, writing, problem solving, and critical thinking). These are the areas, after all, that students are required to be proficient in by the year 2014 and that schools are expected to make adequate yearly progress on from year to year as part of the NCLB law. One could also be fairly confident in adding IT (information technology, including computer skills) to this pantheon.

Given an important but secondary status in Academic Achievement Discourse is the study of History, the Social Sciences, and foreign languages. Content and skill areas that are generally considered to be outside Academic Achievement Discourse (unless achievement in these areas can be tied statistically to academic achievement) include music, drama, art, physical education, vocational education of different types (e.g., auto mechanics, food preparation), and "life skills" (e.g., parenting skills or family studies, counseling and guidance, personal care, and health education). Thus it is more important in the Academic Achievement Discourse to learn the vocabulary words for the sport of soccer than to be able to play soccer. It is more important to generate a timeline of the Civil War than to be able to dramatize significant events in that war. It is more important to know the names of the 206 bones in a human being than it is to know how to take care of those bones in one's own personal life through proper diet and exercise.

The second word in Academic Achievement Discourse, tells us how educators want students to engage in academic content and skills. Educators want students to achieve in these areas. The Oxford English Dictionary defines "achievement" as "the act of achieving, completing, or attaining by exertion; completion, accomplishment, successful performance" (Abrahams, L 200).

Thus in Academic Achievement Discourse, there is needs to be a successful completion, through effort, of the acquisition of academic content and skills.

How docs Academic Achievement Discourse define whether achievement has taken place? Its most highly valued method of determining whether a successful completion has taken place for each student is quantitative in nature. In other words, numbers (in the context of grading and testing) are used to indicate whether a student has been successful or unsuccessful in mastering academic content and skills. A student who receives a 4.0 grade point average (where 4 equals an A) is deemed to have achieved, whereas a student who has a 1.0 grade point average is deemed not to have achieved. A student who takes a standardized test in reading and scores at a 99th percentile is regarded as an achiever, while a student who scores at a 14th percentile is seen as a non-achiever.

2.2.1 Achievement Motivation

Achievement motivation (McClelland, 1961; McClelland& Winter, 1979) is one of the psychological motives that play an important role in success and achievements of a man. Motivation as an academic engagement refers to cognitive, emotional, and behavioural indicators of student investment in and attachment to Education.

Achievement motivation has been defined as the extent to which individuals differ in their need to strive to attain rewards, such as physical satisfaction, praise from others and feelings of personal mastery McClellan, (1961). People with nigh achievement motives will act in ways that will help them to outdo others, meet or surpass some standard of excellence, or do something

unique. All students are influenced by a need to achieve to a certain degree. Those students, who hold a high desire of success, work hard to achieve (Zenzen, 2002).

The modern study of achievement motivation began with the work of David McClelland. He and his associates coined the term nAch denoting need for achievement (McClelland, 1961; McClelland & Winter, 1979). This theory says that under appropriate conditions, people will do what they have been rewarded for doing. Weiner (1986) has presented the most ambitious attribution theory of achievement motivation and emotions. This theory deals with the perceived causes of success and failure, the characteristics of causal thinking, and subsequent emotional experiences, in relation to achievement behaviours. Another important leap in motivational research is goal orientation theory. The basic premise of achievement goal orientation theory Elliot and McGregor, (2001) is that when students engage in academic tasks, they set various personal goals and the types of goals that students adopt can directly influence their academic outcomes.

Lattal (1992) model of achievement motivation, discuss two broad classes of goals: mastery goals i.e. to “master” the task at hand and performance goals i.e. demonstrating superior performance relative to others. Research indicates that when students adopt mastery goals, they tend to engage in more effective cognitive processing strategies. Social goals are another important type of goals, although not examined at length as mastery and performance goals Dowson & Mcinerney, (2001). In these goals social reasons are the main concerns for trying to achieve in academics.

According to Nadalmani (2001), Achievement motivation is largely social psychological in nature. It often occurs within groups, where interpersonal interactions can undermine or facilitate engagement in the tasks to be done.

There are a number of factors that affect performance in schools; one of the most influential is motivation. Motivation, also referred to as academic engagement, emotional, and behavioral indicators of student investment in attachment to education" (Tucker, Zayco, & Herman, 2002). It is obvious that students who are not motivated to succeed will not work hard. In fact, several researchers have suggested that only motivation directly effects academic achievement; all other factors affect achievement only through their effect on motivation (Tucker, 2002). However, it is not as easy to understand what motivates students, the development of several theories of motivation.

One widely accepted theory is Goal Theory. It postulates that there are two main types of motivation for achieving in school. Students with an ability or performance goal orientation are concerned with proving their competence by getting good grades or performing well compared to other students (Anderman & Midgley, 1997; Maehr & Midgley, 1991). On the other hand, students with a task goal orientation are motivated by a desire to increase their knowledge on a subject or by enjoyment from learning the material. Studies have shown that students with a task goal orientation are more likely to engage in challenging tasks, seek help as needed, and adopt useful cognitive strategies, and, possibly tend to be happier both with school and with themselves as learners (Ames, 1992; Anderman & Midgley, 1997).

Subsequent research has suggested, however, that despite its potential implications for middle school policy and curriculum design, a dichotomous perspective of either "task-based" or

"performance-based" goals may be too simplistic of a model of adolescent motivation (Dowson and McInerney, 2001). In addition, researches have also suggested that task and performance goals are not mutually exclusive. While many experimental studies forced research participants to select one goal orientation or the other, correlation research has found that individuals' endorsement of a task goal orientation is often weakly correlated or uncorrelated with endorsement of a performance goal orientation (Kaplan & Maehr, 2002).

Researchers have also identified a number of other student goals. A third academic goal orientation is work avoidance, where students try to minimize the amount of effort they put into tasks (Dowson and McInerney, 2001). Students also have social goals that influence their motivation alongside academic goals. Urdan and Maehr (1995) describe four types of social goals: social approval, social compliance, social solidarity, and social concern. Research involving qualitative methods has suggested that social goal orientations are associated with academic achievement (Kaplan & Maehr, 2002). Unfortunately, most researches have focused on only the previous two orientations.

Dowson and McInerney (2001) found that many studies utilize a priori approach to identify student goals. They argue that this method is ineffective since it limits the range and descriptions of goals. They instead inductively generated a list of goals by interviewing and observing middle school children and then categorizing these results. They found that students showed characteristics of four different goal orientations: work avoidance, social affiliation, social responsibility, and social concern.

Students attempting to avoid work often had the teacher complete their work for them or copied off of another student, or simply engaged in off-task behaviors (Dowson & McInerney,

2001). While the social affiliation orientation is usually also considered detrimental to students' work habits, students in this study said working with their peers helped engender a sense of belonging but also helped them work more effectively and promoted positive feelings toward learning. It is on few occasions that working with other students lead the students off task.

Students with a social responsibility goal orientation were motivated by a desire to fulfil their role expectations. These included parent, teacher, and peer expectations (such as participating in extracurricular activities, helping the class as a whole or individual students and behaving responsibly when holding an important student government position). Students feel proud, excited, and satisfied when they met these expectations. Students with a social concern orientation worked hard to succeed so that they could then help others. This orientation therefore shows that academic achievement is both a result of and a precursor to pro social behavior. Overall, Dowson and McInerney concluded that perhaps researchers were incorrectly focusing on performance and task goals when students are actually most concerned with meeting their social goals at the middle school level.

Aside from goals, many other factors contribute to students' motivation. Self-determination Theory states that students need to feel a sense of competence, a sense of relatedness to others, and a sense of autonomy (Anderman & Midgley, 1997). Competence involves not just having the knowledge to complete various tasks, but also believing that one can do so. Relatedness refers to the connections that are formed with one's peers. Autonomy includes initiating and regulating one's tasks. These student needs are particularly relevant to adolescents in middle school since children at this age are developing a sense of identity and have increased cognitive abilities (Anderman & Midgley, 1997).

Ryan (2001) further investigated the importance of relatedness, specifically looking at the impact of one's peer group on motivation. Relationships with peers become much more important in early adolescence as children start to spend more time with peers and form relationships that are closer and more intense than before (Ryan, 2001). This is also the age at which children are most influenced by their peers. In the study, students' motivation and achievement was measured at the beginning and end of their first year of middle school, and a social network analysis was used to identify peer groups. The results showed that the peer groups accounted for change in students' achievement over the school year after controlling for selection. Peer groups also influenced changes in intrinsic value for school, though they did not impact views on the usefulness and importance of school.

Attribution Theory addresses students' sense of competence, specifically how students are affected by their previous performance. It suggests that students are more influenced by their perceptions of what caused their earlier successes and failures than by the actual experience (Anderman & Midgley, 1997). While it is popularly believed that students who are successful will want to continue being successful, Weiner posits that this does not occur if students do not attribute the success to their own actions and instead attribute it to something else, such as luck (as cited in Anderman & Midgley, 1997). Furthermore, when students fail, they are more likely to be motivated to try harder the next time only if they think that inattention to studies or something else in their control led to the failure, rather than attributing the failure to things outside their locus of control.

Several studies have investigated student motivation specifically among African American students. Tucker, Zayco and Herman (2002) studied the motivation of 117 African American students mostly from low-income families in first through twelfth grade. They found that teacher

involvement was the strongest predictor of student motivation. However, other studies have shown that African American students, as well as other ethnically diverse and low income students, feel that they receive significantly less support from their teachers than European Americans students (Tucker ~ 2002). Students' perceived relatedness and perceived autonomy also directly influenced academic engagement, while perceived competence and teacher structure affected perceived relatedness and teacher autonomy support affected perceived autonomy.

Hwang, Echols, and Vrongistinos (2002) interviewed sixty high achieving African American college students about their reasons for choosing their majors and for studying, and about their educational values. They found that contrary to the predictions of other researchers, the students did not all hold an intrinsic goal orientation instead extrinsic (Abrahams L 2000). For instance, many of the students who were extrinsically motivated wanted to perform well so they would have better career opportunities, and were thus incorporating a future goal orientation.

As motivation has been shown to play a significant role in student achievement, techniques that focus on increasing student motivation should be developed. Maehr and Midgley (1991) suggest that changes need to be made at the school-wide level to increase student motivation rather than only focusing on changes in individual classrooms. They believe that schools should stress task goals rather than simply rewarding performance goals. For instance, groups should be formed on the basis of interest rather than ability and cooperative learning should be emphasized over competition (Anderman & Midgley, 1997). Tucker et al. (2002) are of the view that teachers need to be encouraged to show concern for and take an active interest in disaffected students. They should also be fair and consistent while allowing students autonomy, and should help students understand the relevance of classroom work to other aspects of their lives.

Furthermore, teachers should be aware of the message they are sending their students about their academic ability (Anderman & Midgley, 1997).

2.2.2 Underachievement

Many theories of underachievement are based on the assumption that students who are not motivated do not perform well. Adolescents' self-expectancy for success and the subjective value they place on an academic task have also been proposed as two factors that most directly predict academic performance and choice (Wigfield & Tonks, 2002). In this expectancy-value model, self-expectancy is defined as adolescents' beliefs about how successfully they will perform an upcoming task. Subjective task value or achievement value is defined as how a task meets the different needs of individuals. Such value is determined by factors such as the importance of doing well on the task, the intrinsic enjoyment value of the task, the usefulness of the task, and the cost of performing the task.

Alternative frameworks for examining student achievement do not focus on the psychology of the student, but rather focus on either a particular aspect of schooling and its effect(s) on student achievement, or a particular group of underachieving students, distinguished by gender, race, ethnicity, class, geography, or a combination of these factors. The theories are more sociological in nature, taking into account a host of variables that exist in the student's environment outside of school.

Daniel Solorzano is an example of an educational researcher who examine sociological frameworks for understanding student realities in schooling. He researched Chicano and Latino populations in an attempt to understand their systemic underachievement in public education and under-representation in higher education. Solorzano conducted research solely in predominantly

Chicano and Latino populations and found that a variety of factors contributed to their academic performance, such as culture-specific characteristics, the shortage of teachers and high turnover in these neighbourhoods, absence of high-quality programs, low expectations, and tracking. In his work *The Chicano Educational Experience: Empirical and Theoretical Perspectives*, Solorzano analyzes four theoretical frameworks, under which he argues all theories of underachievement fall; Genetic Determinism, Cultural Determinism, School/Institutional determinism, and Social determinism (Solorzano, 1998).

2.2.3 Theoretical Framework

A range of theories can be applied into Educational issues with the aim of bringing to focus the real idea on how an individual can improve his/her academic endeavour. One of such theory is cognitive development theory of Jean Piaget, a French psychologist who lived between 1869 and 1980.

Cognitive development is the development of the thought pattern and organizing system of the brain of human being. It involves language, mental imagery, thinking, reasoning, problem solving and memory development. It refers to how a human being perceives, thinks and gains understanding of his or her surroundings. Lev Vygotsky, Jean Piaget and Jerome Brunner have each contributed to the issue of cognitive development in human being. To the three researchers, cognitive development is intimately linked with brain's construction of knowledge within a social setting. Their conclusions have provided the foundation for multi-age grouping in cognitive development.

However, amidst the three researchers, the work of Jean Piaget seems the most comprehensive and popularly used by psychologists and educators. Hence, his contributions shall be examined in the context of this work.

2.2.4 Jean Piaget's Theory of Cognitive Development

Jean Piaget (1896-1980) was one of the most influential researchers in the area of developmental psychology during the 20th century. He was a French-Swiss Psychologists who originally was trained in the areas of biology and philosophy and considered himself a "genetic epistemologist". He was mainly interested in the biological influences on "how we come to know". He believed that what distinguishes human beings from other animals is our ability to do "abstract symbolic reasoning". His works are often compared with those of Lev Vygotsky (1896 - 1934) who looked more to social interaction as the primary source of cognition and behaviour. While working in Binet's IQ test laboratory in Paris, Piaget became interested in how children think. He noticed that young children are born with innate curiosity to interact with and understand his or her world. To Piaget, the most critical factor in a child's cognitive development is interaction with peers. According to him, interaction enables the child to have cognitive conflicts and these result in arguing with other peers. In this way, Piaget believed that children are most challenged in their thinking when they are with peers because they are operating at the same level; and this is better than when they interact with adults. Thus, he noticed that young children's answers were qualitatively different from older children which suggested to him that the younger ones were not dumber (a quantitative position since as they got older and had more experiences they would get smarter) but, instead, answered the questions differently than their older peers because they thought differently.

There are two major aspects to the theory:

- a. The process of coming to know; and
- b. The stages one moves through in acquiring the aforementioned ability.

Process of Cognitive Development: As a biologist, Piaget was interested in how an organism adapts to its environment a process describe as intelligence. Behaviour (adaptation to the environment) is controlled through mental organizations called schemes that the individual uses to represent the world and designate action. This adaptation is driven by a biological drive to obtain balance between schemes and the environment (equilibration).

Piaget hypothesized that infants are born with schemes operating at birth that he called "reflexes". In other animals, these reflexes control behaviour throughout life. However, in human beings as the infant uses these reflexes to adapt to the environment, these reflexes are quickly replaced with constructed schemes.

Piaget described two processes used by the individual in its attempt to adapt: assimilation and accommodation. Both are processes used throughout life as the person increasingly adapts to the environment in a more complex manner.

Assimilation is the process of using or transforming the environment so that it can be placed in pre-existing cognitive structures. Accommodation is the process of changing cognitive structures in order to accept something from the environment. Both processes are used simultaneously and alternately throughout life. An example of assimilation would be when an infant uses a sucking schema that was developed by sucking on a small bottle when attempting to suck on a larger bottle. An example of accommodation would be when the child needs to modify

a sucking schema developed by sucking on a pacifier to one that would be successful for sucking on a bottle.

As schemes become increasingly more complex (i.e., responsible for more complex behaviours) they are termed structures. As one's structures become more complex, they are organized in a hierarchical manner i.e., from general to specific.

2.2.5 Factors that Influence Cognitive Development:

Two types of studies have established the effects of genetic components on intelligence. In one, the researcher compare the intelligent test scores of identical twins who have the same hereditary rear in different environments and so exposed to different environments and experience, with those of fraternal twins who have different genetic make-up living together and presumably having similar environmental experience.

In another study the intelligence test scores of 19 pairs identical twins where highly correlated whereas the scores of the fraternal twins were less highly correlated. In other words, despite being reared in vastly different environments identical twins were more alike in intelligence, as tested, than fraternal twin who had been raised in the same environment. Even among the identical twins however, environmental variables had significant impacts. The greater the differences in their environmental experiences, the more divergent were the identical twins I. Q. For example, one of a pair of girl identical twins spent a considerable part of her elementary school year in an isolated mountain setting where there were no schools. She dropped out of school entirely when very young. Her twin sister, adopted into home where there was much emphasis on Education and accomplishment, was intellectually stimulated, particularly by her

foster mother. The I. Q of the first girl was 92; that of the second, 116, a difference of 24 points, and the latter was almost seven years more advanced than her sister in Educational age.

The second type of study of hereditary influence on intelligence compares:

1. The intelligence test scores of foster children adopted in infancy with those of their; foster parents; and
2. The intelligence of children raised by their true parents and that of the parents.

Children resemble their true fathers and mothers in intelligence test performance to a significantly greater degree than foster children resemble their foster parents. Presumably hereditary accounts for the greater similarity in the former situation especially since the foster children were adopted very early in life. Findings such as these leave little doubt that heredity determines the limits within which environment may raise or lower a child's intelligence test score. In essence influence of heredity is that pattern of human behaviour that come from ones parents or stock that one belongs to or related to e.g. some families are not bright/intelligent.

2.2.6 Environmental Influence on Intelligence

Recent studies make it clear that motivation personality structure, language ability and social-psychological environment also contribute significantly to intelligence. For example, anxious, fearful children do not only have difficulty concentrating on academic and problem-solving tasks but are likely to perform poorly on intelligence tests. On the average, children of school age, particularly boys with high scores on tests of anxiety have somewhat lower intelligence test scores than their peers who have relatively little anxiety.

Children of the upper and middle classes are consistently superior to those of the lower class in intelligence test performance. The average difference between children of the lowest and highest social classes being 20 points IQ, One might interpret these class differences in terms of heredity - that is, perhaps the upper classes are of superior intellectual endowment and transmit this generically to their children. On the other hand, one can cogently argue that social and culture factors account for class differences in intelligence test performance. Some psychologist maintain that there is a kind of cultural bias in intelligence tests; the items being more, familiar and more appealing to middle-man than to class children. Most intelligence tests are in fact, strongly dependent on language skills, and as we have seen earlier these are better developed among middle-class than among lower-class children.

Moreover, middle-class children are highly motivated to achieve in school and in academic tasks, but this is not so true of lower-class children. Since intelligence test items are like academic tasks and activities, a middle-class child's motivation to do well spurs his performance in tests, while a lower-class child is less likely to work hard on his tasks.

Interestingly, if a lower-class child moves into a neighbourhood with better Educational opportunities, his I. Q. is apt to increase, even though his social-class status remains low. The longer a child resides in an under-privileged area, the lower his I. Q. will be on the average. Clearly, inadequate learning opportunities and un-stimulating environments handicap the lower-class child's performance in intelligence test. There is evidence of significant environmental impacts on intelligence in the tendency of children reared in un-stimulating environments, such as orphanage institutions, to be retarded possibly permanently in the intelligence as well as in language development. The longer the residence in institution the lower a child's I.Q. is likely to be.

Component Skill Function

There are component skills involved in cognitive functioning. They include:

- (a) Thinking
- (b) Conception
- (c) Perception
- (d) Reasoning
- (e) Comprehension
- (f) Memory

The skills that indicate intelligence and mental ability in a child:

Thinking: This can be explained as the mental activity in its cognitive aspect or mental activity with regard to physical objects. Its first level is called perception thinking which is explained as 'the mental activity with regard to objects present to and affecting the senses. All thinking other than perceptual thinking may be described as 'imaginative'. Imaginative thinking and perception thinking has no difference in kind but only in level. Imaginative thinking is mental activity with regard to physical Objects which are not sensations, that is, which are not occasioned by the stimulation of a sense-organ.

Imaginative thinking too has different levels:

(1). Primary Memory Image - An image about man's apprehension of an object or objects in the absence of the object or objects themselves which originally determined our sense. Perceptions these type of primary memory images may be regarded as substitutes for actual sense - Perceptions; there are other images - e.g. hearing, auditory, enjoying in imagination of scent of rose - olfactory; eating a lemon in imagination - a gustatory - or drawing a finger over a sand paper in imagination - actual image etc. An account of psychical object has the attribute of

Particularity", for man's thought our thinking is affected by past experiences, present emotional mood and physiological state and by unconscious influences. But what does thinking consist of? Thinking consists in solving (or attempting to solve) problems in imagination through the use of symbols. When an individual thinks, he/she tries one thing after another in imagination. Instead of performing actions, symbols are used. The symbols we use are either images (in the case of young children) or words in the case of older people, or perhaps a mixture of both often, man thinks when confronted by a question, a problem or a doubt. Thinking is always preceded by a state of uncertainty. Thinking does not take place unless one is aware of a problem, but there are many problems which we may be aware of but which we do not trouble to think about because they are of no importance. People are most curious about the things which are most closely related to our immediate needs. Thinking is always a purposeful activity.

The processes involved in thinking are as follows-

STAGE I: Awareness of a problem which you want to solve.

STAGE II: Concentration on the problem leads to suggestions coming into head, suggestions which are relevant to the problem. These suggestions are known as hypotheses. A hypothesis is a statement which may be true (it is a guess).

STAGE III: Making deductions from the hypotheses.

STAGE IV: Putting the deductions to test. They may be tested either explicitly or implicitly.

Sometimes that when we have concentrated for a long time on a problem and given it up in despair, that later on at some unexpected moment when we are no longer concerned with it the solution occurs to us. This is because the problem has incubated for a while. Creative thinking is a special type of problem solving. Whenever we think we are trying to see how things are related

to one another. Sometimes we think critically and sometimes we think creatively. When we think critically we study the relationships that have been discovered by other people and we affirm or deny their validity, that is, if you correcting someone's work you are thinking critically. When we think creatively we are discovering for ourselves how things are related to one another.

Conception

If man were not able to classify the things and events around him he would find it impossible to carry out the highly complicated mental operations of which he is capable. By classifying and discriminating what he perceives, man is able to represent the world to himself by the formation of class (or category) concepts. Thus, conception is the act of forming an idea about a thing/situation.

Perception

Receiving and attending to a noise or touch of a material is only part of the story because there is the need to interpret the selected sensations in the light of past experience. This internal analysis of sensations by the brain is termed perception. There should be perception of stance that is, a wide latitude within which sensory experience is given a common meaning. Thus, the nervous system must carry out appreciable transformations of the input of physical images in order for perception to take place. The formation of good perceptual patterns is referred to as the Law of Pregnant. They are - similarity, proximity, continuity and closure.

Similarity: Where a figure consists of similar elements, there is the need to group them to form a pattern. Details such as shape, size and colour tend to be grouped. It is preferable to order and arrange similar objects in rows rather than at random to avoid the uncomfortable sensation which randomness creates.

Proximity: Applies where similar objects appear and needs to each other.

Continuity: Similar parts of a figure which appear in lines (straight or curved) tend to stand out when they make recognizable shapes such as circles or squares they become conspicuous.

Closure: Closed or partially closed figures are more readily perceived than open figures, except when the open figure has an acquired meaning such as the letters of the alphabet.

Reasoning: This is the power to think, understand and form opinions.

There are two types of reasoning: Inductive and Deductive reasoning.

When one reasons inductively, we infer a general principle from a number of particular instances, that is, we notice on several occasions that lightening comes before thunder and by inductive reasoning we may draw the conclusion that thunder always comes after lightening. Sometimes, inductive reasoning leads to false generalizations.

Comprehension: This is the ability of the mind to understand concepts.

Memory: Can be explained as the store house of knowledge or ability to recall what was learnt, read or heard. By means of memory, one retains and recalls the information acquired through our sense impression.

Qualities of good memory:

(a) Rapidly in acquisition - This is the difference in power of memory to understand something earlier than the others when they are taught together.

(b) Durability of Retention - When something is learnt some people will not forget it immediately while others will forget almost at the same time when it is learnt. The period before what we learn is forgotten is the durability of the retention.

(c) Readiness of Recall - (Power of reproduction) that is what is lacking in case of bad memory. It is one thing to retain all that we learn but it is another thing to recall it when the need is called for. While some people are able to recall what they learn others find it difficult do so.

(d) Useful Reproduction - To be able to reproduce what we learn is very important. The more we are able to understand what we learn the better is our ability to reproduce it.

Kinds of Memory

(a) Pure Memory - The ability to understand what we learn, to retain and recall it when needed without forcing ourselves to learn it by hear.

(b) Habit Memory - Forcing ourselves to learn by hit something that we do not understand.

Aids to Pure Memory:

i. Meaning - understanding what one learns.

ii. Association - Linking of one fact to another to be able to compare and contrast.

iii. Vividness-Pictures and concrete objects can aid valid narration.

iv. Interest - This leads to attention which in turn ensures acquisition

v. Revision - Anything learnt will be forgotten if not revised.

2.2.7 Implications of Cognitive in Theory on Education:

Teachers should be aware of the cognitive development of the child so that they would be able to identify appropriate instruction to be given to the children. Curriculum should also be planned adequately to consider all the different levels of the cognitive level of the individual.

So because of this, they will be able to know the appropriate instructional aides to use for the child. The curriculum should also be planned adequately to take into consideration all the different levels of the cognitive operations of the children. The syllabus should be able to help, to see to the different levels of cognitive operations.

Teachers too, should be guides to these children and see that their experiences are appropriate to their level of cognitive development and so that will be able to identify those who are not up to it.

For the higher class, the teacher should be able to build, in the students, the willingness to see other peoples point. By so doing, they will be able to hypothesize, and reason logically. Such methods like debate, argument and discussion help these children to learn better and make them reason in the social context they found themselves and be able to hypothesize.

2.2.8 Social Learning Theory of Albert Bandura

Albert Bandura was influenced by the learning research tradition when he attended University of Iowa, where he received his doctorate degree in 1952. After a year's clinical internship at the Wichita, Kansas, Guidance Centre, he moved to Stanford University where he began working on the familiar causes of aggression with his first graduate student, Richard

Walters. It was during this work that Bandura became aware of the importance of modelling and observation learning for personality development.

At the heart of social learning theory is notion of observation learning. At first the child learns almost entirely by imitation, but this soon model might act in a situation. Unlike imitation where the child can only replicate existing behaviours. Through identification, the child can produce novel behaviour. The most important bet about observational learning is that it requires no reinforcement like that of Skinner, Miller and Dollard's theories, which rely heavily on the concept of reinforcement.

The theory, no doubt like other theories is based on the premise that behaviour is learned and personality can be explained in terms of the cumulative effects of series of learning experiences. The theory provides a more balanced synthesis of cognitive psychology with the principles of behaviour modification. Chief proponent of this theory is Albert Bandura who stressed the idea that an enormous amount of human learning is accomplished through observation of significant others.

Although among the social cognitive theorists, reinforcement is not believed to influence learning, but rather related to performance and to perceptual processes.

Social learning theory emphasizes observation through which learning can take place in human. This theory is also called imitative learning, or vicarious learning, or observational learning or modeling. Thus, this theory believes that for personality to develop, one needs to observe another individual and take that person as a model.

Albert Bandura, explained that what is observed is learned; but how that is learned is translated into performance depending on the learner's behaviour outcome expectancies. The behaviour outcome expectancies of this context come vicariously from observing the consequence of a model's behaviour. Since one learns through observation, it therefore implies that newspapers, television and films can act as influential models.

A model in social learning is anyone or any phenomenon that can demonstrate a behaviour that others observe. The models in this context, which influence people, include three types:

- a. **Real live models:-** This includes parents, teachers, factors of films, Sports Stars, peers and other significant others. These models are often important in the socialization of children and in acquainting them with social norms, values and ideals.
- b. **Symbolic models:** - Children imitate through observation when they are exposed to books, magazines and Television. They imitate characters in fabled stories, parables, biographies and art. Bandura (1986) made substantial observation about fictional television as a powerful means of influence. For instance, super heroes use violence to dispose of their adversaries in a quick way. This may create in the viewer(s) children in this context some violent attitudes toward people or a person who is exposed to sexually explicit literature or movies may become a sexual deviant. Bandura (1973) observed that children whose parents employ considerable corporal punishment often become highly aggressive.

However, the basic notion in social theory-is that aggression can be learned. The most famous example is Banduara's experiment with the bobo dull (Bandura, 1963, 1974) in this

experiment, groups of children between three and six years old watched different examples of an adult behaving aggressively to a large rubber 'bobo doll'. Following this, the children were allowed to play with a variety of toys.

Bobo doll Hidden observers watched and noted aggressive behaviour in the different groups of children. Results from the study showed that children readily learned to model their behaviour on the role models' behaviour. This is true whether the modeling occurs live on television or in cartoon form.

c. **Representational Models:** - Albert Bandura in an experiment found that observational technique helps people to overcome phobia reactions such as unreasonable fear of snakes.

In this context, social learning theory helps in the modification of an individual behaviour.

Oladele (2005) observed that limitation of other peoples behaviours tend to influence, and at times enrich an individual's personality. Young children model after those whose behaviour have been praised or rewarded. The behaviour of unsuccessful people tends to be avoided, while the rewarded behaviour of successful people tend to be imitated.

Although it is sensible to say that according to social cognitive theory, what is observed is learned and certain processes influence what is attended to what is retained how what is learned is translated into behaviour and why it is translated into behaviour. Bandura (1986) described four processes of such:

I. **Attentional processes:** - Attention to the model is the first process in observational learning, the subject must observe the model in order to learn from the model. Attention

influenced by a number of variables includes the functional value of attention to the model. The processes include aspects of the environment that influence attention, such as the complexity, distinctiveness and prevalence of the stimulation. For example, the footballer dribbling skills, renowned footballer attracts male adolescent's attention. Certain characteristics of models determine the extent to which they are observed. The people that are attractive or respected, of that are considered powerful or who have the ability to dispense rewards are more powerful models for children than adults who do not dispense reward. (Bandura, Ross & Ross, 1963; Grusec & Mischel, 1966).

Also, the consequences of past behaviour can create a perceptual set in the observer, for example, if attending to certain stimuli in the past resulted in positive, consequences.

II. Retentional Processes:- The subject, in order to integrate the behaviour of the model, must retain the learning. According to Bandura, what is learned by observation is of no value unless it is retained. To him, experiences are stored either imaginarily or verbally, that is, an individual either retain an actual cognitive picture of what was experienced or we retain the words that describe the experience, These memories make 'delayed modelling' possible. Delayed modelling refers to the fact that information gained by observational learning is first translated into behaviour long after the time that it had been learned.

III. Motor Reproduction Processes: - Child or adult may know 'cognitively' and roughly what is to be done, but nonetheless be relatively unskilled at the performance itself. Bandura (1986) noted that symbolic coding produces internal models of the environment

that guide the observer's future behaviour. This is crucial for Bandura as it explains how modeled activities are acquired without performance. Even with the necessary motor system available and functioning well, complex skills cannot simply be observed and immediately-translate into performance

First, the complex skills, many observations maybe required before all the relevant information can be attended to and remembered. Second, if all the relevant information are learned, many rehearsals that attempt to match performance with what had been learned and retained may be necessary. It is the observer conceptualization of modeling behavior that provides the frame of reference necessary for skill improvement. A considerable motor practice with feed-back or result is needed to shape the motor skills. It is known that with some motor skills such as basketball, shooting, drawing and dart throwing convert cognitive rehearsal or imaginary practices can often produce significant improvement in actual performance.

Iv Motivational Processes:- Although, a child acquires and retains the ability to perform modeled behavior, that behavior or task will not be performed unless conditions are favourable. i.e. unless there is an incentive to do so.

According to social cognitive theory, reinforcement, either direct or vicarious provides the information necessary for the development of effective behavior outcome expectancies. This theory thus, holds that a person learns from observing the consequences of his or her behavior (direct reinforcement) or from observing the consequences of other people's behavior vicarious reinforcement. In either case, reinforcement is provided about what behavior leads to what consequences. This no doubt, shows that reinforcement provides an incentive for action.

2.2.9 Principle of Social Learning and Personality

The principles of observational learning have been applied by Bandura and Walters (1959) in the development of personality. From the very beginning of his life, the child learns a number of activities through observation of others' behaviours. The male child imitates the behavior of his father and female child tries to imitate the behavior of her mother. The model, which the child observes in his environment, plays two important roles in social learning.

The first is that model's behaviour may serve to elicit some responses in the observer that are already in his repertoire. This occurs when the behaviour is socially acceptable. Secondly, when the model is performing socially prescribed and deviant behaviour. The observer sees it as an aberration and tends to desist from performing it. It has been observed that children may identify with a person whom they like if his behaviour is successful.

Bandura & Walter (1959) studied acquisition of different types of behaviour of aggressive behaviour in children and adolescent. According to Miller, aggression is indirectly expressed or displaced outside the home. But Bandura in constrict to this view, points out that aggressive boys who are punished at home but are rewarded outside home learn aggression. The tendency to be aggressive outside home is an instance of acquisition of a discrimination based on the reinforcement history of these boys. Bandura & Walter (1959) rejected the theory of Miller on the ground that displacement may or may not occur and if it occurs the precise target for expression of tendency is chosen as a result of a specific reinforcement history in which responses directed towards that target have been directly or variously reinforced.

Observational learning plays an important role in personality development: one can acquire a variety of new responses like aggression, sex and dependency etc. from a model. The strengthening or weakening of inhibitory responses such as acquiring greater or less fear by observing model's behaviour, Bandura in an experiment demonstrated that observational technique could lessen the snake phobia.

Observation also stimulates already existing responses in the repertoire of the individual.

Factors which Influence Social- Learning

The following factors influence effective social learning.

1. There must be an observer. He/She should have adequate functioning sense organs so that he/she can make appropriate perception and cognitive maps of events or locations. There must be adequate model to be observed.
2. There should be reinforcement such as vicarious. Positive, direct and self-reinforcement. It is most significant and fundamental to social learning.
3. Good mental abilities. A good retentive memory is needful to aid the practice of what is observed.
4. The consequences of model's behavior: If an action is rewarded, it tends to be imitated or copied and vice versa.
5. Similar property of models e.g. his/her sex age and socio economic standing.

2.3.1 Application of Social Learning Theory to the Nigerian Situation

It has been observed that a wide range of new behaviours such as dressing or speaking in foreign language or developing skills in sports activities and social skills are acquired through observation of others performing such acts. A child watches another pupil fall from a height and had '3' serious injury may become fearful or phobic of any dangerous heights. On the other hand, if that same child succeeds in jumping from a dangerous height and becomes a hero, other children will imitate him. This explains why throughout school years, especially at adolescent, students often learn how to dress, talk and behave like their popular peers. (Badwin & Badwin, 1981).

In the school setting, teachers serve as models to students in the acquisition of tremendous range of new behaviours. We have seen students imitate teachers in pronouncing vocabularies, in dressing and in conduct as well as in life styles. Bandura, (1977) explained that learning new behaviour through observation of someone else may, will be more efficient than learning the behaviour through direct reinforcement.

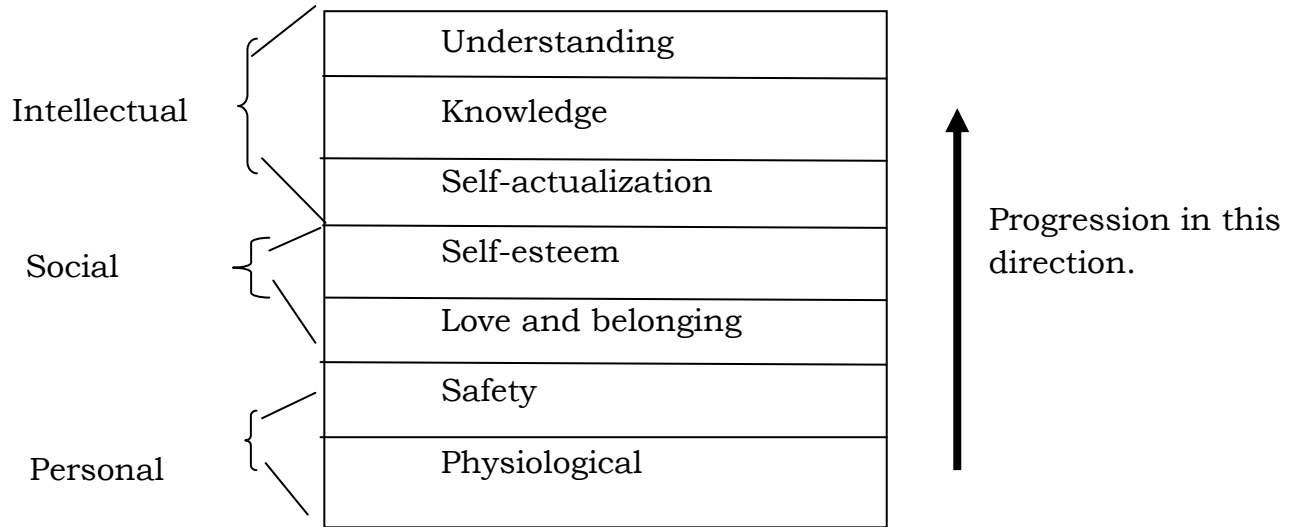
It is now left for the live models such as teachers, parent, or significant others to elicit desirable behaviours that will assist in shaping the lives of the youngsters as well as providing some obvious needs for caring. If live models such as teachers elicit undesirable behaviours, it can conveniently strengthen students' undesirable behaviours as a result of the students' direct observation.

2.3.2 Hull Need Reduction Theory

Hull's (1952) asserted that due to the function of hypothalamus, which registered any deficiency in the satisfaction of basic needs, the process of homeostatic is employed to motivate the body through psychological derive to meet physiology needs.

According to Hull's (1952), if person behaviours are such that the needs are not met, the responses associated with that behaviour are not retained and the individual does not learn. He also maintains that learning will not take place without reinforcement or reward.

Maslow (1962), in his theory of human motivation explains that the stages of human motivation (hierarchy of needs) starts with the need to satisfied both physiological (food, shelter, clothing) and safety needs. Thereafter, the individual strives to satisfy the needs for love, belongingness and self-esteem. This assumption is corroborated by findings of another scholar Purkey, (1970) in which he noted that an individual's self-concept influences his/her academic achievement. Thus, Maslow opined that, after one has successfully satisfied the need for love, belongingness and self-esteem, such individual proceed to strive for satisfaction need for self-actualization, knowledge and understating or what others called needs for self-fulfilment, self-achievement of personal goals, ambition and potentials. Represented below is Maslow's is needs hierarchy diagram



Thus, according to Maslow (1962) human need could be viewed from primary, secondary, biogenetic and social perspectives. This need according to him moves upwards from the lesser need of physiological propensities to the highest need of intellectual achievement. This thus explains some of the various reasons why an individual strive for one accomplishment or the other. However, Oniye (1993) noted that various factors influence students' achievement motivation. In his view, these factors; include Age, Sex, Culture, Social Class, Ethnic origin membership and personality structure. For instance, studies by Banjo (1989) and Akinboye (1980) support this assertion by maintaining that, the child's environment stimulation greatly aid his/her academic needs achievements. Salawu (1991) corroborates this finding, noting that the Nigerian academic culture is achievement oriented. Thus the encouragement and stimulation of students to strive for greater achievement.

a. Physiological Needs: the most potent of all the needs, yet the least significant for the self-actualizing person, is the physiological needs. According to Maslow, when these physiological needs are deprived for a long period, all other needs fail to appear or are receded in the background. They include the need for food, water, sex, shelter, etc. Once these needs are

sufficiently satisfied, other levels of needs become prominent and provide motivation for an individual's behaviour.

b. Safety Needs: When the physiological needs are successfully fulfilled, then safety needs become the dominant force in the personality of the individual. Safety needs are mainly concerned with protection against danger, threat and deprivation, including avoidance of anxiety.

c. Belongingness and Love. The needs of this category emphasize the basic psychological nature of human beings to identify with the group life. Thus they are otherwise called social needs. They include affection, affiliation, friend and love. People who reach this level in the hierarchy have primarily satisfied physiology and safety needs.

d. Self-esteem Needs: These needs focus on self-respect, self-regard and self-valuation as well as respect from others; reputation, status, social success and fame. All these needs are quite secure in the satisfaction of lower needs.

e. Self-actualization: The highest need in the hierarchical system proposed by Maslow is self-actualization. It focuses on the attainment of one's full potential for continued self-development.

2.3.3 Review Empirical Studies

The study was conducted by Ayodo (2012) and the aim of the study was to find out the impact of family socio-economic status on academic achievement of girl at secondary school Education level in Kisumu East district. The theory that was used to guide the study was Pearson's gender relations theory. The research designs used were co relational and descriptive and survey designs. The study population consisted of 1560 form four girls, 33 head teachers and 33 class teachers. Data collection instruments included questionnaires, interview schedule and document analysis guide. The study established that the female/girl students' from high family

income performed better than those from low income families. Parents with high level of Education greatly enhanced girl students' academic achievement. Moderate family sizes of about 4 children had a big positive influence on girl students' academic achievement. The study concluded that family income, parental level of Education, birth order and family size influenced academic achievement of girls in secondary schools. From the findings, recommendation made were; the government should sanitizes parents on the need and importance of supporting girl Education for better performance; parents should also be sensitized on the need and importance of providing for the need of the girl child and its impact on their academic performance; schools should also advise parents on how to properly use their resources on supporting their daughters academic performance.

The study was conducted by Ebenuwa-Okar (2010) and the purpose of the study is to examine the influence of age, financial status and gender on academic Performance among undergraduates. To guide this study, one question was asked and three hypotheses were formulated and tested 0.05 level of significance. The design is correlation and simple random sampling was used to select sample size of 175 respondents. The instrument used for this study has face and content validity. Cronbach alpha was used to obtain reliability coefficient of 0.84. In addition to the instrument, the Cumulative Grade Point Average (CGPA) of the respondents was collected from the department office and marched with the names of the respondents. The findings of the study reveal that gender, age and finance are not significant predictors of academic performance. There was no significant difference in academic performance based on age, gender and financial status. It was recommended that counselling centres should open to handle varying problems confronting students irrespective of gender.

2.3.4 Summary

This chapter presents in detail, the concept of academic needs achievement measurement of academic needs achievement concept of demographic variable which include location, gender and course of study. The chapter also discussed some selected theoretical frame works which include: cognitive development theory, social learning theory and Hull need theory of learning, and also review of related literature under the following heading Academic achievement, academic achievement discourse, and achievement motivation and under achievement and lastly empirical study and summary of the chapter. With the aim of bringing into mind of the everybody that some demographic variable are in no doubt have the capability to influence positive on the academic needs achievement of undergraduate students.

Hence the research aims at finding and establishing out the impact of some demographic variable on academic needs achievement among undergraduate student two Nigerian universities: counseling implication

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The chapter presents a description of the research design adopted for the study, the population of the study, the sample and sampling techniques, the instrument of data collection, validity and reliability of the instrument as well as procedures for data collection and analysis.

3.2 Design

The Design employed for the study is a survey design. The researcher's decision to use survey was because of its appropriateness and flexible nature. It also allows for accurate data collection. A survey design is a non-experimental method which probes about the status of people attitudes, beliefs and behavior (Hassan, 1995). The design was consider useful and appropriate to describe the impact of some Demographic variables on Academic Needs Achievement among undergraduate students

3.3 Population

The population of the study comprised of all under graduate students of Ahmadu Bello University, Zaria and University of Ibadan for 2011-2012 academic session. Ahmadu Bello University has a total number of 30,166 students while University of Ibadan has a total number of 13,408 students. The total is 43,574 undergraduates. The population includes students from Ahmadu Bello University, Zaria and University of Ibadan, male and female and students from three different faculties

3.4 Sample and sampling technique

The sample size of this study is three hundred and sixty seven undergraduates from Ahmadu Bello University and University of Ibadan. The samples were randomly selected with the help of simple random technique among undergraduate students from faculty of Law, Pharmacy, and Education of the two Universities. Out of total number of 367 undergraduates, 90 male 72 females are from faculty of Education Ahmadu Bello University while 37 males and 10 females are from faculty of Education University of Ibadan. 17 males and 19 females are from faculty of Pharmacy Ahmadu Bello University while 8 males and 6 females are from faculty of Pharmacy University of Ibadan and lastly 38 males and 22 females are from faculty of Law Ahmadu Bello University while 10 males and 14 female are from faculty of Law University of Ibadan.

Distribution of sample based on faculty

UNIVERSITY	FACULTY	POPULATION	MALE	FEMALE	SAMPLE	Sample %
ABU	Education	3780	90	72	162	44.14
	Pharmacy	845	17	19	36	9.81
	Law	1401	38	22	60	16.35
U.I	Education	710	34	37	71	19.35
	Pharmacy	330	8	6	14	3.81
	Law	578	10	14	24	6.54
Total	-	8653	-	-	367	100

Source: MIS unit 2011/2012 student's statistics

3.5 Instrumentation

The instrument for the study was an adopted academic need achievement scale of Bakare (1977) and it has two sections, demographic variable section which has three items while the second section has 36 items in which respondents are expected to read carefully and tick (√) the opinion that match their decision from among the five options provided. This response depends on how true the statements in the items apply to an individual. The statements are design to tap information relating to four components of drives – demographic variable information, cognitive drive, ego-enhancing and affiliation drives.

3.5.1 Validity and reliability of the instrument

Academic Needs Achievement Scale (ANAS) is an adopted standardized psychological instrument developed by Bakare (1977) and to determine the validity of the instrument, the author carried out a thorough construct validity of the instrument. In order to determine its reliability, ANAS was administered by Bakare to a group of 45 students and the coefficient obtained was 0.80. According to Bakare (1977) the reliability is high enough to establish its reliability. This researcher totally shared his view, thus the holistic adoption of the instrument for this study.

3.5.2 Scoring Procedure

There are five different responses to each of the items on the scale. It requires the respondents to tick any one that is applied to him. Any positive response received high score ranging from 5-1- while any negative answered attracted low score ranging from – for 1-5. Example for a positive response the scores ranges from very true of you 5, mostly true of you 4 partly true of you 3, mostly untrue of you 2 and very untrue of you 1. All the score on each of the item were added together to get the total scores on the scale for each respondents. The highest score obtained is 180

3.6 Procedure for data collection

The researcher went personally to the participating schools after collecting an introductory letter from the head of department of Educational Psychology and Counselling Ahmadu Bello University, Zaria. The first point of stop was the management information system unit of the two universities where the information on the population of entire students of two

schools was collected so as to determine their sample size and the distribution of instrument between the two schools.

The researcher was assisted by some undergraduate students and colleagues in distributing the questionnaires which is 367 in number. Though there are some hitches during the process because as at the time of the distribution, student from ABU were preparing for their first semester examination likewise university of Ibadan students but with the help of some course representatives we were able to carry out the distributions. After the students had ticked their choices, the researcher collected back the questionnaires and delivered to an analysis expert in the department of statistics Hassan Usman Katsina polytechnic for data analysis.

3.7 Procedure for data analysis

The data collected were subjected to statistical analysis using mean, standard deviation to answer the research questions and descriptive statistics such as t-test to test hypothesis one and two and analysis of variance (ANOVA) to answer the third hypothesis formulated to guide this study.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

The study aim to investigate the impact of some demographic variables on academic needs achievement among undergraduate students of two Nigeria universities: counselling implication. The data collected were analyzed using t-test, ANOVA, mean, standard deviation to answer the research questions and test the hypotheses rose for the study. This chapter presents results and discussions as well as major findings of the study.

4.2 Analysing Research Questions

Research Question one

What is the impact of school location on the academic needs achievement of undergraduate students of Ahmadu Bello University and University of Ibadan?

Table 4.1: The mean score and standard deviation on the impact of location on academic needs achievement among undergraduate students of Ahmadu Bello University and University of Ibadan

Variable	School	N	Mean	Std. Dev.
Academic Needs Achievement	ABU	258	97.604	19.325
	UI	109	95.009	17.845

Table 4.1 shows the square mean response of respondents from both ABU and UI. Going through the mean, ABU has the mean of 97.604 and standard deviation of 19.325 while that of

UI is 95.009 and standard deviation of 17.845 which is found to be less than that of Ahmadu Bello University and this implies that the impact of location on academic needs achievement of Ahmadu Bello University students is higher than that of University of Ibadan.

Research Question Two

What is the impact of gender on the academic need achievement of undergraduate students of Ahmadu Bello University and University of Ibadan?

Table 4.2: The Mean and standard deviation on the impact of gender on the academic needs achievement among undergraduate students of Ahmadu Bello University and University of Ibadan

Variable	Sex	N	Mean	Std. Dev.
Academic Needs Achievement	Male students	197	97.055	20.13
	Female students	170	96.576	17.602

Table 4.2 shows the response of male and female undergraduate students with the mean square of 97.055 and standard deviation of 20.013 for male and mean square of 96.576 and standard deviation of 17.602 for the female. This implies that male have the higher academic needs achievement than the female.

Research Question three

What it is the impact of course of study on the academic needs achievement among undergraduate students of Ahmadu Bello University and University Ibadan

Table 4.3: The mean and standard deviation on the impact of course on academic needs achievement among undergraduate students in Ahmadu Bello University and University of Ibadan.

Faculty	N	Mean	Std. Deviation
Education	233	94.0858	19.19055
Law	84	100.2143	17.06689
Pharmacy	50	103.9600	18.08027
Total	367	96.8338	18.91113

Table 4.3 shows the square mean response of students from faculty of Education, Law and Pharmacy in Ahmadu Bello University and University of Ibadan. Going through the result, it is revealed that student from Pharmacy have the highest mean of 103.9600 with standard deviation of 18.08027 while students from faculty of Law have mean of 100.2143 with standard deviation of 17.06689 and faculty of Education have the least mean of 94.0858 with standard deviation of 19.19055 which implies that students from faculty of Pharmacy have the highest academic needs achievement while faculty of Law follows and faculty of Education has the least mean.

4.3 Testing of hypotheses

Hypothesis one

There is no significant difference in the impact of school location on academic needs achievement among undergraduate students of Ahmadu Bello University and University of Ibadan

Table 4.4: Independent t-test statistics of undergraduate students of Ahmadu Bello University and University of Ibadan on the impact of location on academic needs achievement.

Variable	School	N	Mean	Std. Dev.	df	t-cal.	t-crit.	P	Decision
Academic Needs Achievement	ABU	258	97.604	19.325	365	1.202	1.96	.230	retained
	UI	109	95.009	17.845					

Level of significance = 0.05

Table 4.4 observed that the p value of .230 is greater than the alpha value of 0.05. This suggested that the null hypothesis which stated that there is no significant difference in the impact of location on academic needs achievement of undergraduate students of Ahmadu Bello University and university of Ibadan is retained. Then this implied that location has no impact on academic needs achievement of undergraduate students.

Hypothesis two

There is no significant difference in the impact of gender on the academic needs achievement among undergraduate students of Ahmadu Bello University and University of Ibadan.

Table 4.5: Independent t-test statistics on impact of gender on the academic needs achievement among undergraduate students of Ahmadu Bello University and University of Ibadan.

Variable	Sex	N	Mean	Std. Dev.	Df	t-cal.	t-crit.	p	Decision
Academic Needs Achievement	Male	197	97.055	20.013	365	.242	1.96	.809	Retained
	Female	170	96.576	17.602					

Level of significance = 0.05

Table 4.5 Shows that the p value of .809 is greater than the alpha value of 0.05. Then null hypothesis which states that there is no significant difference in the impact of gender on academic needs achievement of undergraduate student is retained. Therefore, this implied that gender has no impact on academic needs achievement of undergraduate students.

Hypothesis three

There is no significant difference in the impact of course of study on the academic needs achievement among undergraduate students of Ahmadu Bello University and University of Ibadan

Table 4.6: ANOVA on the impact of course of study on the academic needs achievement among students from faculty of Education, Law and Pharmacy from Ahmadu Bello University and University of Ibadan

Source of variation	Sum of Squares	Df	Mean	F-cal.	F-crit.	p	decision
Between Groups	5258.515	2	2629.257	7.618	3.021	.001	Rejected
Within Groups	125634.346	364	345.149				
Total	130892.861	366					

Level of significance = 0.05

Table 4.6 also observed that the F-cal value of 7.618 is greater than F-crit value of 3.021. Then null hypothesis which stated that there is no significant difference in the impact of course of study on academic needs achievement of undergraduate's students is rejected. This mean that course of study has an impact on the academic needs achievement of undergraduate student.

4.4 Summary of major findings

The following are the summary of major findings

1. It is revealed in the research that location of university is not a significant factor on academic needs achievement of undergraduates students in favour of Ahmadu Bello University
2. It is also shows that gender has no significant impact on the academic needs achievement of undergraduate students in favour of Ahmadu Bello University
3. It shows that course of study contribute positively to the academic needs achievement of undergraduate students in favour of students from faculty of pharmacy with F-cal value of 7.618

4.5 Discussion of Results

The study aim to find out the impact of some demographic variable on academic needs achievement among under graduate students of two Nigeria Universities: counselling Implication, three research questions and corresponding hypotheses were raised. Each of the research questions was tested using the value of mean and standard deviation while that of hypothesis was tested using t-test, ANOVA, mean and standard deviation.

The results revealed that there is no significant difference in the impact of school location on academic needs achievement of under graduate students of Ahmadu Bello University and Universality Ibadan. Anwana and Cobbach (1989) are also of the opinion that good performance does not depend on the environment the lectures is been taken but rather individual personal effort made by students.

The research conducted by Mohammad (2011) also shows that the location of the school has no impact on the academic needs achievement of students. The insignificant and weak causal-relationship for students may be improved if they channelled their effort towards hard working and efficient utilization of their time and resources.

The result of the hypothesis testing also indicate that there is no significant difference in the impact of gender on the academic needs achievements of under graduate students of Ahmadu Bello University and Universality of Ibadan. Research conducted by Abdullah (2011) shows that countries of the world consider the provision of Education important for their overall socio-economic development and consequently allocate an annual basic substantial amount of resources to it. Post primary Education for girls has important benefits to the society which include enhanced economic development for the next generation (UNICEF, 2004). But where the resources are of limited amount then Education of male will be given priority as compared to the female counterpart with the belief that the academic needs achievement of male usually of high than that of female which make male excel in their study as compare to the female.

The result of the hypothesis indicates that there is significant difference in the academic needs achievement of undergraduate students from faculty of Education, Law and Pharmacy in Ahmadu Bello University and Universality Ibadan.

The study conducted by sewage and Idiaga (2003) showed that courses been undergoing by students usually determined the level of their seriousness towards academic activity. To substantiate the augment, the perception of most students is that once you are not a student from some faculty there is no need for hardworking and that is the reason in most of the time hardly

you observe a sign of seriousness in a student other than those from faculty of medicine,
Pharmacy and so on.

CHAPTER FIVE

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses the summary of the entire work, the conclusion on the generality of the work and recommendations. Suggestion for further studies and limitation of the study were also presented.

5.2 Summary of the study

The study was carried out to investigate the impact of some demographic variables on academic needs achievement among undergraduate students of two Nigeria universities; counselling implication. It segmented into five chapters and in every chapter some important aspect of were carefully discussed. In chapter one for example background of the study were carefully presented so also the statement of problem. Objectives, research questions and hypotheses of the study were also discussed. Three research questions were raised after which the corresponding null hypotheses were formulated; scope and delimitation, basic assumption and significance of the study were also presented.

In chapter two, the research reviews the literature related to the study which includes concept of academic needs achievement, measurement of academic needs achievement, concept of demographic variables, gender, locations and course of study. Also in the chapter are theoretical frame work, academic achievement, academic achievement discourse, achievement motivation, underachievement, empirical studies and summary.

Chapter three discussed the methodology of the whole work. In this chapter, research design (survey) was fully explain. The population of the study was also presented, the population

which comprise of all undergraduate students in ABU and UI as at 2011/2012 academic session. Also in the chapter, the sample of the population of the study was also described where 90 males and 72 females from faculty of Education ABU which that of UI pull to be 34 males and 37 females also 17 males and 19 females from faculty of Pharmacy ABU while that of UI are 8 males and 6 females and lastly 38 male and 22 females from faculty of Law ABU while UI are 10 males and 14 females which put the total sample to be 367.

Furthermore the instrument used for data collection is an adopted academic needs achievement scale otherwise known as ANAS which was develop and validate by C.G.M Bakare in 1976 and it has five Likert scales which was consider as the major data for collecting instrument for data analysis

Chapter four discussed about the result of the study where the result were analyzed to answer the research question raised, means and standard deviation were used for each research question. For research question one the aggregate mean square score of 97.604 and 95.005 and standard deviation of 19.325 and 17.845 for ABU and UI respectfully which was found that the mean score of ABU on the impact of location on academic needs achievement is higher than that of UI and for the second research questions the male has mean squire of 97.055 while that of the female is 96.576 and this implied that male have higher means score than the female and lastly research question three has mean square 94.0858, 100.2143 and 103.9600 for students from faculty of Education, Law and Pharmacy respectively with standard deviation of 19.19055, 17.06689 and 18.08027 for the three faculties respectively which shows that the student from faculty of Pharmacy have higher academic need achievement than those from the faculty of law and Education.

It also deals with hypothesis testing where the formulate hypothesis were tested one after the other. In hypothesis one the result revealed that location has no significant impact on the academic needs achievement of undergraduate students of the two Universities which make the hypothesis to be retained and the hypotheses two also revealed that there is no significance difference between the academic need achievement of male and female also retained while hypothesis three which said that there is no significance difference between the academic needs achievement of students from faculty of Pharmacy, Law and Education is the only hypothesis rejected. Data collected were analyzed using mean, standard deviation and analysis of variance (ANOVA). The findings revealed that location of university is not a significant factor on academic needs achievement of undergraduate student in favour of Ahmadu Bello university with p value of 0.230 which is greater than alpha value of 0.05 ($P = 0.230 > \alpha = 0.05$), also revealed that gender has no significant impact on the academic needs achievement of undergraduate students in favour of Ahmadu Bello University with p value of 0.809 > alpha value of 0.05 ($p = 0.809 > 0.05$) while the last find shows that course of study has significant impact on academic needs achievement undergraduate students with F-cal value of 7.618 > F-crit value of 3.021. ($F\text{-cal} = 7.618 > F\text{-crit} = 3.021$). This chapter also talks about summary of findings and discussion of findings.

5.3 Conclusion

The study has shown that some demographic variable has a positive impact on academic needs achievement of undergraduate students of the two Universities and such variable include course of study. The remaining two variables tested have no impact as far as ABU and UI is concern rather the achievement of an individual academically largely depend on the personal effort that is been made.

However, it is has become a duty on all stakeholder in the industry and in particular the counsellor, parent and lecturer to assist the students in whatever capacity to develop a good and high level of academic needs achievement towards their study since it is not every demographic variable mentioned has an impact on the academic needs achievement of undergraduate students of the two Universities involve in the study.

5.4 Recommendations

The following are the recommendation based on the findings

1. That student should be thought how to learn and develop a good academic needs achievement since university location is not a criteria for student achievement.
2. Male and female undergraduate students should be encouraged to put more effort and commitment to their study since gender has be found not to have impact on their academic needs achievement.
3. That student from faculty of Education and Law should develop a good academic needs achievement as their counterpart from faculty of Pharmacy since it contribute to their academic success

5.5 Suggestion for further studies

The research aim at finding out the impact of some demographic variable on academic needs achievement among under graduate students of two Nigeria Universities: counselling implication and is delimited to Ahmadu Bello University and University of Ibadan students.

However, the three demographic variables discussed in the research are location, gender and course of study. More of such research should be carried out in:

- I. Senior Secondary Schools
- II. State Universities
- III. Other Federal Universities
- IV. Colleges of Education

5.6 Limitation to the study

The following and some of the limitation to the study:

1. The research was restricted to only undergraduate students
2. The research was also restricted to three demographic variables.
3. The research also restricted to only federal universities and two among the first generations universities.

5.7 Implication for counselling

The fact that location is not a significant factor on academic needs achievement of undergraduate students,

- It shows that it is availability of orientation and other related guidance services that will facilitate academic needs achievements.
- Male and female can benefit equally and learn to develop a good academic needs achievement and adjustment in the university.
- This shows that the respondents had receive proper guidance in selecting their various course of study, hence are not experiencing any problem related to course selection

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APPENDIX I

Dear respondent,

The researcher is an M.ED student from Department of Educational Psychology and Counselling conducting a research on the impact of some demographic variables on academic needs achievement among undergraduate students of two Nigerian universities: counselling implication.

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

Thank you for your cooperation.

Indicate your responses by ticking (√) at the appropriate box.

1. Faculty:
 - a. Education
 - b. Law
 - c. Pharmacy
2. Gender:
 - a. Male
 - b. Female
3. Ahmadu Bello University University of Ibadan

ACADEMIC NEEDS ACHIEVEMENT SCALE (ANAS)

INSTRUCTION: READ EACH ITEM ON THE QUESTION CAREFULLY AND THICK THE MOST APPROPRIATE COLUMN I.E. FROM 1-5 THE WAY IT APPLY TO YOUR ACADEMIC ACITIVITY.

	VERY TRUE OF YOU	MOSTLY TRUE OF YOU	PARTLY TRUE OF YOU	MOSTLY UNTRUE OF YOU	VERY UNTRUE OF YOU
	1	2	3	4	5
1. Even when I feel that my lessons are difficult, I enjoyed trying to do them.					
2. I work hard in class so that I can know more than other students about a subject					
3. I want to go to the University because the people who I respect think it is proper thing to do.					
4. I like to complete every assignment given to me and do it well.					
5. I would rather avoid academic problems at which I have once failed than try it again					
6. I like to be able to tell my friend that I have done a difficult academic job well					
7. I usually keep on working at a problem until I am sure I can solve it					
8. I like to solve academic problems that my friends have not been able to solve					

9. I like to have the teacher call on me to answer questions in class

10. After classes I make it a definite point to look up things that were not clear in class

11. I turn away from tasks which my classmates regard as requiring great effort intelligence

12. I try to do well in my academic work so that my parents could be proud of me

13. I do less work on a problem when it looks as if I don't know the answer

14. I have several times stopped doing a task because I thought I do not have the ability to do it well

15. I want very much to prove to my parents and teachers that I am good academically

	VERY TRUE OF YOU	MOSTLY TRUE OF YOU	PARTLY TRUE OF YOU	MOSTLY UNTRUE OF YOU	VERY UNTRUE OF YOU
	1	2	3	4	5
9. I like to have the teacher call on me to answer questions in class					
10. After classes I make it a definite point to look up things that were not clear in class					
11. I turn away from tasks which my classmates regard as requiring great effort intelligence					
12. I try to do well in my academic work so that my parents could be proud of me					
13. I do less work on a problem when it looks as if I don't know the answer					
14. I have several times stopped doing a task because I thought I do not have the ability to do it well					
15. I want very much to prove to my parents and teachers that I am good academically					

	VERY TRUE OF YOU	MOSTLY TRUE OF YOU	PARTLY TRUE OF YOU	MOSTLY UNTRUE OF YOU	VERY UNTRUE OF YOU
	1	2	3	4	5
16. I like to play after school hours even after I have some school work which I have not finished					
17. Competing for the first position in school examination is of little importance to me because I don't make it					
18. If I have difficulty with my work, I try to discuss the trouble with my teachers					
19. When an assignment is dull, I prefer leaving it complete					
20. I like opportunities to compete with others for academic prize or honour					
21. I do not discuss academic problems raised in class with my classmate because I do not want to look foolish					
22. I have great difficulty in finding time to finish my homework					
23. I am not sure how well my classmate do to see whether they are working better than I					
24. I would be willing to work very hard at a task in order to appear successful in the eyes of my classmates					

	VERY TRUE OF YOU	MOSTLY TRUE OF YOU	PARTLY TRUE OF YOU	MOSTLY UNTRUE OF YOU	VERY UNTRUE OF YOU
25. I would rather try a new academic Problem than return to one in which I have failed previously	1	2	3	4	5
26. I usually work with great thoroughness in doing my assignment					
27. My parents are not particularly interested in what marks I gets in schools					
28. I often put off writing essay and doing assignment until the last minute because I usually find no time					
29. I often say to myself in class "I can't do this, or I am not goo in this"					
30. I do not like to fail an examination because people will think I am not intelligent					
31. When I know that I am not too good in a subject, I do not always want the teacher turn up for the lesson					

32. I tend to become easily discouraged when I do not succeed in my academic work

33. I am not bothered if my teacher has a poor opinion of my academic work

34. I read only those books that are assigned to me in my class

35. There are many academic tasks which I would like to perform but which I do not try because I am afraid of failing in them

36. I like to be seen in company of people who do well in class

	VERY TRUE OF YOU	MOSTLY TRUE OF YOU	PARTLY TRUE OF YOU	MOSTLY UNTRUE OF YOU	VERY UNTRUE OF YOU
	1	2	3	4	5
32. I tend to become easily discouraged when I do not succeed in my academic work					
33. I am not bothered if my teacher has a poor opinion of my academic work					
34. I read only those books that are assigned to me in my class					
35. There are many academic tasks which I would like to perform but which I do not try because I am afraid of failing in them					
36. I like to be seen in company of people who do well in class					

Sources: Bakare, C.G.M. (1977). The Academic Needs achievement Scale and Manual. Ibadan University Press

APPENDIX II

Distribution of sample based on faculty

UNIVERSITY	FACULTY	POPULATION	MALE	FEMALE	SAMPLE
ABU	Education	3780	90	72	162
	Pharmacy	845	17	19	36
	Law	1401	38	22	60
U.I	Education	710	34	37	71
	Pharmacy	330	8	6	14
	Law	578	10	14	24
Total	-	8653	-	-	367

Source: MIS unit 2011/2012 student's statistics

APPENDIX III

4.2 Demographic Characteristics of respondents

Table 4.2.1 Cross tabulation of demographic data of students based on school and faculty

Faculty	School		Total
	ABU	UI	
Education	162(69.5%)	71(30.5%)	233(100.0%)
Law	60(71.4%)	24(28.6%)	84(100.0%)
Pharmacy	36(72.0%)	14(28.0%)	50(100.0%)
Total	258(70.3%)	109(29.7%)	367(100.0%)

Table 4.2.2 Cross tabulation of students demographic data based on School and Age

School	Age					Total
	16-21	22-27	28-33	34-39	40+	
ABU	62(24.0%)	135(52.3%)	55(21.3%)	6(2.3%)	0	258(100.0%)
UI	21(19.3%)	65(59.6%)	20(18.3%)	2(1.8%)	1(0.9%)	109(100.0%)
Total	83(22.6%)	200(54.5%)	75(20.4%)	8(2.2%)	1(0.3%)	367(100.0%)

APPENDIX IV

Table 4.2.3 Frequency and percentage of male and female students

Gender	Frequency	Percent	Cumulative Percent
Male	197	53.7	53.7
Female	170	46.3	100.0
Total	367	100.0	

4.3 Answers to Research Questions

Mean score on Academic Needs Achievement between students of ABU and UI.

Variable	School	N	Mean	Std. Dev.
Academic Needs Achievement	ABU	258	97.604	19.325
	UI	109	95.009	17.845

Mean score on Academic Needs Achievement between male and female ABU and UI.

Variable	Sex	N	Mean	Std. Dev.
Academic Needs Achievement	Male	197	97.055	20.013
	Female	170	96.576	17.602

APPENDIX V

Mean score on Academic Needs Achievement among Education, Law, and Pharmacy Students of ABU and UI.

Faculty	N	Mean	Std. Deviation
Education	233	94.0858	19.19055
Law	84	100.2143	17.06689
Pharmacy	50	103.9600	18.08027
Total	367	96.8338	18.91113

4.3 Hypotheses Testing

H₀₁:

Table 4.3.1 Independent sample t-test of difference in Academic Needs Achievement between ABU and UI students

Variable	School	N	Mean	Std. Dev.	df	t-cal.	t-crit.	p	decision
Academic Needs Achievement	ABU	258	97.604	19.325	365	1.202	1.96	.230	retained
	UI	109	95.009	17.845					

APPENDIX VI

H₀₂:

Table 4.3.1 Independent sample t-test of difference in Academic Needs Achievement between male and female students of ABU and UI.

Variable	Sex	N	Mean	Std. Dev.	df	t-cal.	t-crit.	p	decision
Academic Needs Achievement	Male	197	97.055	20.013	365	.242	1.96	.809	retained
	Female	170	96.576	17.602					

H₀₃:

Table 4.3.3 One way analysis of variance showing differences in Academic Needs Achievement among Education, Law, and Pharmacy Students of ABU and UI

Source of variation	Sum of Squares	df	Mean Square	F-cal.	F-crit.	p	decision
Between Groups	5258.515	2	2629.257	7.618	3.021	.001	rejected
Within Groups	125634.346	364	345.149				
Total	130892.861	366					

APPENDIX VII

Table 4.3.3.1 Tukey HSD Post Hoc Test of mean comparison among students of faculty of Education, Law and Pharmacy

(I) Faculty	(J) Faculty	Mean Difference (I-J)	Std. Error	Sig.
Education	Law	-6.12845*	2.36437	.027
	Pharmacy	-9.87416*	2.89557	.002
Law	Education	6.12845*	2.36437	.027
	Pharmacy	-3.74571	3.31842	.497
Pharmacy	Education	9.87416*	2.89557	.002
	Law	3.74571	3.31842	.497

*. The mean difference is significant at the 0.05 level.

APPENDIX VIII

	Ahmadu Bello University	University Ibadan
Education	3780	1710
Pharmacy	845	330
Law	1401	518
	<hr style="width: 50%; margin: 0 auto;"/> 6028 <hr style="width: 50%; margin: 0 auto;"/>	<hr style="width: 50%; margin: 0 auto;"/> 2618 <hr style="width: 50%; margin: 0 auto;"/>
ABU + UI = 8644		

Step 1	6026 $\frac{\quad}{8644} \times 100$ =70	2618 $\frac{\quad}{8644} \times 100$ =30
Step 2	70 $\frac{\quad}{100} \times 367$ =257	30 $\frac{\quad}{100} \times 367$ = 100
Step 3 Edu	3780 $\frac{\quad}{6021} \times 100$ =63	1710 $\frac{\quad}{2618} \times 100$ =65
Step 4 □ □ ·	63 $\frac{\quad}{100} \times 257$ =162	65 $\frac{\quad}{100} \times 110$ =71
Step 5 Phar.=	845 $\frac{\quad}{6021} \times 100$ =14	330 $\frac{\quad}{2618} \times 100$ =13

Step 6 □□ · 14
 $\frac{\quad}{100} \times 257$
 =36

13
 $\frac{\quad}{100} \times 110$
 =14

Step 7 Law 1401
 $\frac{\quad}{100} \times 100$
 6021
 =32

578
 $\frac{\quad}{100} \times 100$
 2618
 =22

Step 8: 23
 $\frac{\quad}{100} \times 257$
 =60

22
 $\frac{\quad}{100} \times 110$
 =14