



**Parents' Perception on the Effects of Social Stratification on Academic Performance of
Senior Secondary Schools in Zamfara State.**

Ahmad Kainuwa¹

08032790239

Email: ahmadkainuwa@yahoo.com,

Abdulwahabu Ashiru¹

08034764975

Email: abdulwahabashiru@yahoo.com

**¹Department of Educational Foundations, Federal University Gusau Zamfara State Nigeria
Abstract**

This research examines parents' perception on the effects of social stratification on academic performance of senior secondary schools in Zamfara State. The design of the study was Descriptive Survey Design. The target population for this study, includes the parents of all senior secondary schools' students (both private and public) in Zamfara state, which consist of thirty-six (36) senior secondary schools. The total number of the parents are 14,453. The sample size for this study was 370 respondents. Thus, 370 respondents whom are all parents were selected from some senior secondary schools in Zamfara State. Probability sampling was used for this study. Questionnaire was the instrument used to sample the opinions of 370 respondents. During the analysis and interpretation of the responses gathered from the respondents, descriptive and inferential statistics were used to describe the demographic profiles of respondents and investigate the parent's perception on the effects of social stratification on academic performance of senior secondary schools in Zamfara State. In this study the data was analyzed using SPSS version 25. The findings explored the demographic profiles of parents from government secondary schools of Zamfara, Nigeria, which are meaningful and important aspects in the Nigerian education system in general. The summary of the multiple regression analysis results showed that a statistically significant effect of social stratification was present on academic performance of senior secondary schools in Zamfara State.

Keywords: Perception, Effects, Social Stratification, Academic Performance, Senior Secondary School, Students.

Introduction

The educational system of any society is part of the total social system, education being part of the total social system, serves the society in establishing interrelationship with the other sub-system such as family, religion, politics, economy and human resources; in the present context of fact changing society. Education process is inseparably a part of social process, social life among



MAAUN INTERNATIONAL MULTIDISCIPLINARY JOURNAL OF RESEARCH AND INNOVATIONS (MIMJRI)

A Publication of the Institute of Africa Higher Education Research and Innovations (IAHERI) in Collaboration with Maryam Abacha American University of Niger (MAAUN) Maradi, Niger Republic



Maiden Edition/Volume 1, October, 2023

ISSN: 3027 – 0294

DOI: <https://doi.org/10.59479/jiaheri.v1i001.41>

human beings, necessitate some kind of education without education in one form or the other, the social heritage and skills could not be handed from one generation to another.

Education is the only means through which we can direct the mind of the future generation, so as to enable them, seek and obtain reality in all sphere of life. The aims, needs and demands of a society always get reflected in its educational system, from socio-historical point of view, (Brouskeli, Kaltsi & Maria, 2018). In general, it demands to be examined from the totality of the social system. It's because education is functionally related to society in which it operates.

Although, education has been studied from various points of view, the interest in the study of its relation to social stratification and mobility is comparatively recent, (Rao, 2004).

The stratification system, as an unavailable feature, of the present social system, is always very closely connected with the educational system and in particular, the students' academic performance, (Shekhar & Devi, 2012).

Since, there is a strong connection between social stratification and students' academic performance, if a student will perform better in his/her academic attainment, his/her parental social class will determine such level of academic level of attainment, (Nnoli O.C, 1997).

It was perceived that, parental background influence academic performance of students, from upper class tends to perform better in academic than their counterpart, from middle and lower classes respectively, this may be as a result of adequately finance of their student educational needs, while those at the middle class and that of lower class has inadequate or less opportunity in financing their student education as needs.

The researchers, therefore, observed that this have to be addressed and as a result of this, the researchers in their interest decided to conduct a research on parents' perception on the effects of social stratification on academic performance of senior secondary schools in Zamfara State.

Problem Statement

There is a growing number of literature works that have focused on the factors affecting academic performance in Africa. A vast majority of researchers have argued that their class attendance, attitude, study environments, resources, study behaviors, time and study skills heavily determine academic performance in senior secondary schools. To start with, class attendance has been placed as the predictor of academic performance (Obugu, 2004).

Student academic performance is important in all institutions of learning. The rationale for carrying out this study other researchers have looked at other causes of poor performance for example causes like teachers' qualifications, students' background, poverty and even parents' academic background. Other researchers have also looked into the use of language in giving instructions and poor leadership styles as causes of poor performance but the area of social stratification factors has not been looked into exhaustively especially the parent perception on the effect social stratification on academic performance of senior secondary schools.

Despite the government measures like allocating money for resources for the free education to boost academic performance, senior secondary school students of Zamfara state had been



MAAUN INTERNATIONAL MULTIDISCIPLINARY JOURNAL OF RESEARCH AND INNOVATIONS (MIMJRI)

A Publication of the Institute of Africa Higher Education Research and Innovations (IAHERI)
in Collaboration with
Maryam Abacha American University of Niger (MAAUN) Maradi, Niger Republic



Maiden Edition/Volume 1, October, 2023

ISSN: 3027 – 0294

DOI: <https://doi.org/10.59479/jiaheri.v1i001.41>

persistently performing below average. With the below average performance, there is need to investigate why academic performance has remained dismal. Therefore, this study proposes to explore parents' perception on the effects of social stratification on academic performance of senior secondary schools in Zamfara State.

Objectives of the Study

The study aims to achieve the following objectives:

1. To explore the demographic profiles of parents from government secondary schools of Zamfara, Nigeria.
2. To investigate the parents' perception on the effects of social stratification on academic performance of senior secondary schools in Zamfara state.
3. To investigate whether there is any effect of social stratification on the academic performance of students from government secondary schools of Zamfara, Nigeria?

Research Questions

1. What are the demographic profiles of parents from government secondary schools of Zamfara, Nigeria?
2. What is the parents' perception on the effects of social stratification on academic performance of senior secondary schools in Zamfara state?
3. Is there any effects of social stratification on the academic performance of students. from government secondary schools of Zamfara, Nigeria?

Research Hypotheses

Ho1. There are no effects of social stratification on the academic performance of students from government secondary schools of Zamfara Nigeria.

Methodology

The design of the study was descriptive survey design. The target population for this study, includes all parents of senior secondary schools' students (both private and public) in Zamfara state, which consist of thirty-six (36) senior secondary schools. The total number of the parents are 14,453. The sample size for this study was 370 respondents. Thus, 370 respondents who are all parents were selected from some senior secondary schools in Gusau metropolis. Probability sampling was used for this study. Questionnaire was the instrument used to sample the opinions of 370 respondents comprising of teachers, students and parents. During the analysis and interpretation of the responses gathered from the respondents, which is the quantitative data, descriptive statistics was used to describe the demographic profiles of parent using frequencies, percentages, means and standard deviation. Inferential statistics was also used which involved multiple regression analysis



MAAUN INTERNATIONAL MULTIDISCIPLINARY JOURNAL OF RESEARCH AND INNOVATIONS (MIMJRI)

A Publication of the Institute of Africa Higher Education Research and Innovations (IAHERI) in Collaboration with Maryam Abacha American University of Niger (MAAUN) Maradi, Niger Republic



Maiden Edition/Volume 1, October, 2023

ISSN: 3027 – 0294

DOI: <https://doi.org/10.59479/jiaheri.v1i001.41>

to investigate whether there is effect of social stratification on the academic performance of senior secondary schools in Zamfara State.

Findings

The study used quantitative methods of analysis to investigate the parents’ perception on effects of social stratification on academic performance of senior secondary school’s students in Zamfara state. In the present study, the result of data analysis gathered from 370 respondents comprising who are all parents from 36 senior secondary schools of Zamfara, Nigeria will be reported.

Research Question 1: What are the demographic profiles of parents from government secondary schools of Zamfara, Nigeria?

This section present the background information of the respondents gathered from the survey. The first part of the questionnaire posits several questions related to the demographic information of the respondents. The questions are on gender of parents, age, occupation, educational background and academic intelligence. The descriptive statistics of the respondents’ demographic characteristics are shown in Table 1. **Table 1: Showing the Gender of Parents**

Gender	Frequency	Percentage
Male	240	65.00
Female	130	35.00
Total	370	100

Source: Field survey, 2012.

Table 1 indicates that male responded more to the questionnaire; than female. i.e (65% vs:35%).

Table 2: Showing the Age of the Parents

Age	Frequency	Percentage
35-45	56	15.00
46-55	166	45.00
56-above	148	40.00
Total	370	100

Source: Field survey, 2012.

From Table 2 data, the age of parents responded to the questionnaire, from 35-45 are 15%, 46-55 are 45% and the highest, 56 and above with 40%.



MAAUN INTERNATIONAL MULTIDISCIPLINARY JOURNAL OF RESEARCH AND INNOVATIONS (MIMJRI)

A Publication of the Institute of Africa Higher Education Research and Innovations (IAHERI) in Collaboration with Maryam Abacha American University of Niger (MAAUN) Maradi, Niger Republic



Maiden Edition/Volume 1, October, 2023

ISSN: 3027 – 0294

DOI: <https://doi.org/10.59479/jiaheri.v1i001.41>

Table 3: Showing the Occupation of the Parents

Occupation	Frequency	Percentage
Civil Servant	148	40.00
Business	185	50.00
Unemployment	38	10.00
Total	370	100

Source: Field survey, 2012.

It can be seen in Table 3 that most of the parents are business followed by civil servants. This is in line with the student’s sponsorship responses (4.12) from these two results, it could be conformed that, the occupation of most parents are business and civil servants. This occupation can give a picture of the income of such parents which is low to medium.

Table 4: Showing Educational Background of the Parents

Education Level	Frequency	Percentage
Primary Education	19	5.00
Secondary Education	37	10.00
NCE/ND	111	30.00
Degree/HND	128	35.00
M.Ed/M.Sc	37	10.00
Ph.D	19	5.00
Other Specify	19	5.00
Total	370	100

Source: Field survey, 2012.

The result of Table 4 shows that 95% of the parent’s respondents are educated; that is, most of the respondents are educated and understand the contents of the questionnaire.



Table 5: Academic Intelligence

Is Academic Intelligence	Frequency	Percentage
A. Acquired	333	90.00
B. Inherited	37	10.00
Total	370	100

Source: Field survey, 2012.

From the Table 5, most of the parents (90%) believed that academic intelligence is acquired and not inherited.

Research Question 2: What is the parents’ perception on the effects of social stratification on academic performance of senior secondary schools in Zamfara state?

In this section, the data obtained from the questionnaire related to RQ2 concerning the parents’ perception on the effects of social stratification on the academic performance of students from government secondary schools of Zamfara, Nigeria was analysed. Below is the data analysis of the study according to the research question: To answer RQ2, a questionnaire was administrated to measure the parents’ perception on the effects of social stratification on the academic performance of students from government secondary schools of Zamfara, Nigeria. Table 6 depicted the descriptive statistics result for this analysis.

Table 6: Effect of Economic Status on Student Academic Performance

Does Parent Economic Status Affect Students Academic Performance?	Frequency	Percentage
Yes	304	82.00
No	66	18.00
Total	370	100

Source: Field survey, 2012.

From the Table 6 above, a total of 304 (82%) of the respondents agreed that, parent’s economic status affect students’ academic performance. This implies that social stratification has an effect on the academic performance of students.

Table 7: Extra Moral Classes and its Effect on Children Academic Performance



MAAUN INTERNATIONAL MULTIDISCIPLINARY JOURNAL OF RESEARCH AND INNOVATIONS (MIMJRI)

A Publication of the Institute of Africa Higher Education Research and Innovations (IAHERI) in Collaboration with Maryam Abacha American University of Niger (MAAUN) Maradi, Niger Republic



Maiden Edition/Volume 1, October, 2023

ISSN: 3027 – 0294

DOI: <https://doi.org/10.59479/jiaheri.v1i001.41>

Does your Child Have Extra Moral Lesson?	Frequency	percentage
Yes	333	90.00
No	37	10.00
Total	370	100

Source: Field survey, 2012.

From the result of table 7, it shows that 90% of the parents' respondents have extra moral classes for their children at homes.

Table 8: Effect of Extra Moral Classes on Children

How Does it Affect their Academic Performance in School?	Frequency	Percentage
Positively	333	90.00
Negatively	-	-
No Effect	37	10.00
Total	370	100

Source: Field survey, 2012.

From Table 8, 90% of the parents agreed that, extra class at home affects the performance of the children. Positively. while the remaining 10% believe that, it is just a means of keeping the children busy and does not have any effect on the academic performance in school.

Table 9: Factor Affecting the Academic Performance of Students

What is the Responsible for the Poor Performance of Children from Parents of Low Economics Status?	Frequency	Percentage
Inadequate resource	238	64.29
Family pressure/lack of care	52	14.29
Feeding	26	7.14



MAAUN INTERNATIONAL MULTIDISCIPLINARY JOURNAL OF RESEARCH AND INNOVATIONS (MIMJRI)

A Publication of the Institute of Africa Higher Education Research and Innovations (IAHERI) in Collaboration with Maryam Abacha American University of Niger (MAAUN) Maradi, Niger Republic



Maiden Edition/Volume 1, October, 2023

ISSN: 3027 – 0294

DOI: <https://doi.org/10.59479/jiaheri.v1i001.41>

Study time	26	7.14
Government commitment to education	14	3.57
Level of exposure	14	3.57
Total	370	100

Source: field survey, 2012.

The different factors responsible for the poor academic performance of the children, from lower economic status as given by the parents can be seen in table 9. This can manifest in finances, late procurement of leaning materials, inadequate text books and many more. This confirms that, inadequate resource/finances is greatest factor that causes poor performance in academic of children from poor homes.

Table 10: The Latest Advantages Rich Students Have Over Their Counterparts; Apart from Standard of School Attended?

Is there any Latest Advantage the Rich Children Have Over their Counterparts Apart from Standard of School Attended?	Frequency	Percentage
Yes	333	90.00
No	37	10.00
Total	20	100

Source: field survey, 2012.

The above table shows that,90% of the respondents agreed that, there are other hidden advantages the rich children have over their counterpart apart from the standard of school they attend, some of these latent advantages are given as enough love and care, less family pressure, conducive environment of learning, feeding and high societal influence of the parents.

Research Question 3: Is there any effects of social stratification on the academic performance of students. from government secondary schools of Zamfara, Nigeria?

Below is the data analysis of the study according to the research question: To answer RQ2, a questionnaire was administrated to measure the parents' perception on the effects of social stratification on the academic performance of students from government secondary schools of Zamfara, Nigeria. Table 6 depicted the descriptive statistics result for this analysis. **Table 6: Effect of Social Stratification on the Academic Performance of Students**



MAAUN INTERNATIONAL MULTIDISCIPLINARY JOURNAL OF RESEARCH AND INNOVATIONS (MIMJRI)

A Publication of the Institute of Africa Higher Education Research and Innovations (IAHERI) in Collaboration with Maryam Abacha American University of Niger (MAAUN) Maradi, Niger Republic



Maiden Edition/Volume 1, October, 2023

ISSN: 3027 – 0294

DOI: <https://doi.org/10.59479/jiaheri.v1i001.41>

Does Social Stratification Have any Effect on Students' Academic Performance?	Frequency	Percentage
Yes	277	75.00
No	93	25.00
Total	370	100

Source: Field survey, 2024.

From the result of Table 6 above 75% of the respondents agree that, social stratification affect the academic performance of students. This is an indication that, there is relationship between social status of parents and their children's academic performance.

Research Hypotheses

Ho1. There are no effects of social stratification on the academic performance of students from government secondary schools of Zamfara.

In this section, the data obtained from the questionnaire related to **Ho1** concerning the effects of social stratification on the academic performance of students from government secondary schools of Zamfara was analysed. Below is the data analysis of the study according to the research hypothesis: Table 7 depicted the multiple regression result for this analysis.

Table 7: Multiple Regressions

Hypothesis	Variables	Standardize Beta	Decision
Ho1	Social Stratification	0.084	Rejected
F value		23.167***	
R ₂		0.446	
Adjusted R ²		0.427	

Note: *p<0.05; **p<0.01; ***p<0.001

The assumptions of multiple regression analysis were met in this study and the regression analysis can safely be used to test the designated hypotheses. The results of the regression analysis are presented in Table 7. The R² was 0.446 indicating that 44.6 percent of the variation of social stratification can be explained. The result shows that social stratification ($\beta = 0.084$, $p > 0.05$) has significant effect on academic performance of students from government secondary schools of Zamfara state. Thus Ho1 was not supported but rejected.

Discussion of the Findings

The findings as regard to the demographic profiles of parents and its' influence on students' academic performance reveals that parent's demographic profiles influence students' academic



MAAUN INTERNATIONAL MULTIDISCIPLINARY JOURNAL OF RESEARCH AND INNOVATIONS (MIMJRI)

A Publication of the Institute of Africa Higher Education Research and Innovations (IAHERI)
in Collaboration with

Maryam Abacha American University of Niger (MAAUN) Maradi, Niger Republic

Maiden Edition/Volume 1, October, 2023

ISSN: 3027 – 0294

DOI: <https://doi.org/10.59479/jiaheri.v1i001.41>



performance in senior secondary schools in Zamfara State. These are gender of parents, age, occupation, educational background and academic intelligence among others influence students' academic performance. The findings are in line with Nwafor (2016), who argues that children who grew up in a family where there is cordial relationship with high occupation level, high educational background and academic intelligence, where they feel more secure, have little or no difficulty in adjusting and adapting to the school environment and performing better in the class; whereas the reverse is the case in a family characterized by hostility and neglect with young age from 35-45 are (15%), low occupation, low educational background and low academic intelligence. In another assumption, Goldhaber and Brewer (2002) hold that students in secondary school perform better if they are taught by a teacher with a master or bachelor degree in education and came from well-educated family. Kaziah and Lawrence (2003) are also of the view that a qualified teacher is effective, impactful and purposeful, neat and properly dressed, has a warming personality acceptable to the learner especially who was born and brought off by male parents with old age, higher occupation level who are mostly business and civil servants; higher educational background and academic intelligence.

The study has revealed that parental social background which laid to social stratification influence students' academic performance in senior secondary schools in Zamfara State. In essence, the study reveals that students' academic performance is tied to parental social background and social stratification. The social background and social strata a students' parents belongs to, greatly influence the student academic performance. These findings are in conformity with Ekwueme (2005) that parents' socio-economic hierarchy in the community has a strong influence on the education of the child. Socio-economic indices ascribed as follows; parents' income, wealth, education, occupation, social and political class. Also the findings agreed with Okujagu (2003) who stated that the family social status can help to determine the type of education the child receives and learning capabilities.

The result from the study revealed that parental occupation influence students' academic performance in Senior Secondary Schools in Zamfara State. From the result of table 7, it shows that 90% of the parents' respondents have extra moral classes for their children at homes due to parental occupation. Onyia (2002) supported this study where his findings revealed that family of high income and social economic status is likely to adequately provide the need of the child, compared to family of low income and social economic status. These findings are against Ugoji (1998) who postulated that socio-economic status can affect the child academic performance or achievement either positively or negatively. Her view is also on the same page with Nwafor (2016) who submitted that a child of low ranked parents will study and climb up the pedestrian ladder. Whereas a child of a highly ranked citizen of a state might end up a drop out.

From Table 8, 90% of the parents agreed that, extra class at home affects the performance of the children. Positively. while the remaining 10% believe that, it is just a means of keeping the children busy and does not have any effect on the academic performance in school.



MAAUN INTERNATIONAL MULTIDISCIPLINARY JOURNAL OF RESEARCH AND INNOVATIONS (MIMJRI)

A Publication of the Institute of Africa Higher Education Research and Innovations (IAHERI)
in Collaboration with
Maryam Abacha American University of Niger (MAAUN) Maradi, Niger Republic



Maiden Edition/Volume 1, October, 2023

ISSN: 3027 – 0294

DOI: <https://doi.org/10.59479/jiaheri.v1i001.41>

The different factors responsible for the poor academic performance of the children, from lower economic status as given by the parents can be seen above. This can manifest in finances, late procurement of leaning materials, inadequate text books and many more.

The social background a student parents belongs to, greatly influence the student academic performance. These findings agree with Ekwueme (2005) that parents' socio-economic hierarchy in the community has a strong influence on the education of the child. Socio-economic indices ascribed as follows; parents' income, wealth, education, occupation and political class. Also the findings agreed with Okujagu (2003) who stated that the family social status can help to determine the type of education the child receives and learning capabilities.

The results show that,90% of the respondents agreed that, there are other hidden advantages the rich children have over their counterpart apart from the standard of school they attend, some of these latent advantages are given as enough love and care, less family pressure, conducive environment of learning, feeding and high societal influence of the parents.

From the result of Table 6 75% of the respondents agree that, social stratification affect the academic performance of students. This is an indication that, there is relationship between social status of parents and their children's academic performance.

The result is in concurrence with Shekhar (2009) stratification system, as an unavailable feature, of the present social system, is always very closely connected with the educational system and in particular, the students' academic performance, (Shekhar, 2009).

The result of regression analysis shows that social stratification ($\beta = 0.371$, $p < 0.001$) has positive effect on academic performance of students from government secondary schools of Zamfara state. This result was supported by Nnoli (1997) who maintained that since, there is a strong connection between social stratification and students' academic performance, if a student will perform better in his or her academic attainment, his or her parental social class will determine such level of academic level of attainment. As a result of this the hypothesis (Ho1) of the present study was rejected.

Recommendations

Taking into account the extent to which social stratification is affecting the academic performance of senior secondary schools in Zamfara State, the following recommendations might be helpful to authorities and the whole community to solve and tackle adequately the issues related to academic performance of this category of students. Education is the weapon that breaks the bond of ignorance and poverty, if this is understood by the government and other stakeholders, and then it will encourage them to do all within their powers to solve the problems of low performance mostly affecting the senior secondary school students despite all odds.

The government should ensure that education is made free at primary and secondary levels, so as to give all the children equal opportunity of education. This will reduce the burden on poor parents who can channel money meant for school fees to other needs of their children.



MAAUN INTERNATIONAL MULTIDISCIPLINARY JOURNAL OF RESEARCH AND INNOVATIONS (MIMJRI)

A Publication of the Institute of Africa Higher Education Research and Innovations (IAHERI)
in Collaboration with

Maryam Abacha American University of Niger (MAAUN) Maradi, Niger Republic

Maiden Edition/Volume 1, October, 2023

ISSN: 3027 – 0294

DOI: <https://doi.org/10.59479/jiaheri.v1i001.41>



Learning materials, such as textbooks should be provided to all students free of charge by the government, at least sold at an affordable rate. This is to enable children from poor background to have access, to text books, which will go a long way in enhancing their performance.

Government and other partners should ensure or make it a policy that, all public schools in the state should be boarding schools, whereby students in respect of their background are given the opportunity stay in the school premises. And also ensure that equal opportunity is given to all and sundry, by accessing the school facilities.

Summary and Conclusion

This explanatory study attempted to reveal the parents' perception on the effects of social stratification on academic performance of senior secondary schools in Zamfara State. The findings explored the demographic profiles of parents from government secondary schools of Zamfara, Nigeria, which are meaningful and important aspects in the Nigerian education system in general. The descriptive statistics of the respondents' demographic characteristics were discussed in the earlier section of this study. These include gender of parents, age, occupation, educational background and academic intelligence. The summary of the multiple regression analysis results showed that a statistically significant effect of social stratification was present on academic performance of senior secondary schools in Zamfara State.



MAAUN INTERNATIONAL MULTIDISCIPLINARY JOURNAL OF RESEARCH AND INNOVATIONS (MIMJRI)

A Publication of the Institute of Africa Higher Education Research and Innovations (IAHERI)
in Collaboration with

Maryam Abacha American University of Niger (MAAUN) Maradi, Niger Republic

Maiden Edition/Volume 1, October, 2023

ISSN: 3027 – 0294

DOI:



REFERENCES

- Brouskeli, V., Kaltsi, V., & Maria, L. (2018). Resilience and occupational well-being of secondary education teachers in Greece. *Issues in Educational Research*, 28 (1), 43-60.
- Ekwueme, E., & Livinus, O. (2005). *Sociological Foundation of Education*. Port-Harcourt: Harrey Publication Coy.
- Ekwueme, E., & Livinus, O. (2005). *Sociological Foundation of Education*. Port-Harcourt: Harrey Publication Coy.
- Keziah, A. A., & Lawrence, L. A (2003). *Foundation of Curriculum Development and Implementation*. Port-Harcourt: Pearl Publishers.
- Nnoli O.C (1997): *Measurement of students' performance, Africana*. Fep. Publishers Nigeria.
- Nwafor, N. H. A., Isaiah, Owupele Tamuno & Gabriel, Lebari (2022). *Influence of Social Stratification on Students' Academic Performance in Senior Secondary Schools in PortHarcourt Metropolis, Rivers State*. Department of Educational Foundations, Rivers State University, Port Harcourt, Nigeria
- Okujagu, T. N. (2003). *Sociological Perspective of Education*. Ibadan: Rescue Publishers.
- Okujagu, T. N. (2003). *Sociological Perspective of Education*. Ibadan: Rescue Publishers.
- Onyia, P. C. (2002). *The Sociological Education with Focus on Nigeria*. Enugu: Jones Coy.
- Rao M.M (1967): General intelligence objectively determined and measured; *American journal of psychology* 15, 74-77.
- Shekhar, C., & Devi, R. (2012). Achievement motivation across gender and different academic majors. *Journal of Educational and Developmental psychology*, 2 (2), 105.
- Ubogu, E.E. (2004). *The causes of absenteeism and dropout among secondary school students in delta Central Senatorial District of Delta State*. Unpublished Doctoral dissertation. Delta State University, Nigeria: Abraka
- Ugoji, U, (1998). *The Influence of Parents of Educational Achievement of their children*. Unpublished Dissertation, University of Port-Harcourt