

TITLE PAGE

**PARENTAL SOCIO-ECONOMIC FACTORS AFFECTING ACADEMIC
PERFORMANCE OF STUDENTS**

**A CASE STUDY OF FACULTY OF EDUCATION AND EXTENSION SERVICES,
USMANU DANFODIYO UNIVERSITY SOKOTO**

BY

KABIRU MUHAMMAD 1120106286

BISHIR IDRIS KURFI 1011403006

**BEING A RESEARCH PROJECT SUBMITTED TO THE
DEPARTMENT OF EDUCATIONAL FOUNDATION
FACULTY OF EDUCATION AND EXTENSION SERVICES**

**IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF
BACHELOR OF ART EDUCATION (HAUSA)**

USMANU DANFODIYO UNIVERSITY SOKOTO, NIGERIA.

OCTOBER, 2015.

CERTIFICATION PAGE

This project has been read and approved as having met part of the requirements for the award of Bachelor Degree in Education of Usmanu Danfodiyo University, Sokoto, Nigeria.

<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <p style="margin: 0;">Sign</p> <p style="margin: 0;">Prof M.U. Tambawal</p> <p style="margin: 0;">Project Supervisor</p>	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <p style="margin: 0;">Date</p>
--	--

<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <p style="margin: 0;">Sign</p> <p style="margin: 0;">Prof Aisha M. Isah (Mrs)</p> <p style="margin: 0;">Head of Department</p>	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <p style="margin: 0;">Date</p>
--	--

<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <p style="margin: 0;">Sign</p> <p style="margin: 0;">Dr. A.M. Inuwa</p> <p style="margin: 0;">Project Coordinator</p>	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <p style="margin: 0;">Date</p>
---	--

ACKNOWLEDGEMENT

We give thanks to the Almighty for seeing us through the period of learning despite the ups and downs, may his name be highly praised.

Our appreciation goes to our able supervisor in person of Prof. M.U. Tambawal who is not only a supervisor but also a father, for all his endurance and support during the period of learning. May almighty Allah reward him and his family.

Many people have contributed to making the programme a reality of special mention are all Education, Hausa, Islamic studies and Arabic lecturers of Usmanu Danfodiyo University, may all their efforts never be in vain, and may they ripe fruit of their labour amen.

DEDICATION

We dedicate this project to our beloved parents and families for their patience and understanding during the period of running this programme. May almighty Allah grant them long life and prosperity amen.

TABLE OF CONTENTS

Title page	i
Certification	ii
Acknowledgement	iii
Dedication	iv
List of tables-viii	
Abstract	x

CHAPTER ONE

INTRODUCTION

1.0	Background to the study	4
1.1	Statement of the problem	5
1.2	Objectives of the study	6
1.3	Research questions	6
1.4	Significance of the study	7
1.5	Scope and delimitation of the study	7

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1 Introduction	8
2.2 Conceptual framework	8
2.2 Concept of academic performance	9
2.4 An overview of socio-economic factors affecting students' academic performance	13
2.5 Summary	21

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction	23
3.1 Research Design	23
3.2 Population of the study	23
3.3 Sample and Sampling Techniques	24
3.4 Research Instruments	25
3.5 Validity of the instruments	25
3.6 Reliability of instrument	25
3.7 Method of Data Collection	26
3.8 Method of Data Analysis	26

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0	Introduction	22
4.1	Data presentation	22
4.2	Summary of the major findings	33
4.3	Data analysis	35

CHAPTER FIVE

DISCUSSION, SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0	Introduction	37
5.1	Summary of the findings	37
5.2	Conclusion	39
5.3	Recommendations	39
5.4	Suggestions for further research	39
	References	41
	Appendix 1	42

LIST OF TABLES

Table of Population of the study	19
Table of Sample and sampling	19
Table of Sex of the respondents	22
Table of Distribution of respondents according to age	23
Table of Respondents according to department of study	23
Table of Respondents according to the year of study	24
Table of Parents source of income	25
Table of Reliability of income	25
Table of Respondents according to student's educational responsibility	26
Table of Parents/Guardian status in terms of occupation	26
Table of Cost of living in the school	27
Table of Cost of study/learning materials in the university mini-market	28
Table of Cost of other goods and services in the university mini-market	28
Table of Cost of accommodation in off campus	29
Table of Cost of transport from town to school	30
Table of Cost of using personal vehicle to the university	30

Table of Comparison of price between items in the university mini market with other market in town	31
Table of Accommodation in the university	32
Table of Percentage of students with accommodation	32
Table of Reliability of transport facilities in the university	33

ABSTRACT

The research study investigated and identified the parental socio-economic factors affecting academic performance of students, a case study of Faculty of Education and Extension Services. A self-developed questionnaire was used as the instrument for data collection, it was found that, parent socio-economic status is one of the major determinants of students' performance, this is because considering the dependency of students on parents for their educational responsibilities as indicated that more than 60% of the respondents agreed that children educational responsibility is relies on their parents. This means that the higher the socio-economic status of the parents is the higher of achievement and success of the children to be academically, unlike parents whom are in medium and low socio-economic status; students who belong to them are likely to be affected on their academic performance and achievements.

CHAPTER ONE

INTRODUCTION

1.0 Background of the Study

Academic performance, which is measured by the examination result, is one of the major goals of schools. Hoyle (1986) argued that schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing good academic performance. The economy of a nation determines to a great extent the type, content and method of education a country provides for its citizens. This therefore means that, rich countries of the world have complex system of education because they have resources for effective implementation of the system. The economic status of the family also is a significant variable or factors that affect the educational life chance of a child. This therefore means the higher the economic status of parents the higher the educational life chances of the child from such family (Mahuta, 2007).

Education is the process by which a person's mind and character are developed through teaching. Education is the earliest and largest industry in society it includes students, teachers, administrator and other staff who participates in the institutions everywhere. Ivan Klich (1973) states that education should be a liberating experience in which the individual expose create uses his initiatives and judgment and freely develops his faculties and talents to the full. In this respect, the need for effective academic performance of students cannot be over emphasized in any educational institution, primary, secondary and university. It is the performance of students that enable us to measure the standard of the schools.

The formal education of a child is co-operative venture between the school and the home since each exerts considerable influence on the child. The school is represented by school personnel that is, teachers, headmasters and school administration while the home is represented by parents and guardians (Eunice, 1991& Griffith, 1968). The issue of academic performance has increasingly become a matter of great concern for all and much of interest particularly to the parents and educationalist. Various reasons have been advanced by researchers for this deteriorating performance in school. Some of them view that the reason for lack of qualified teachers, text books and poor planning of curriculum. In addition, education is the bedrock of development, without education, there will be no meaningful development.

In Nigerian Colleges of Education, Polytechnics and Universities, the economic position of an individual in addition to their attitude towards education may to a large extent determine the level of their academic performance in schools. This project is therefore going to examine and analyses parental socio-economic factors affecting academic performance of students in Faculty of Education and Extension Services, Usmanu Danfodiyo University, Sokoto.

1.1 Statement of the Problem

The core issue of the research work is to investigate into the effects of parents socio-economic background on their children's academic performance in school. Over the years, it has been observed that the poor performance of some children may have a strong connection with their socio-economic status.

It should be borne in mind that the general poor performance of students in school in relation to their parents socio-economic status in the area of study is the concern of this research work which hopes to suggest solution and find way forward.

1.2 Objectives of the Study

The objectives of this research are:-

1. Determine how socio-economic status of parents affects academic performance of students.
2. Establish a relationship between the cost of item in the school market and standard of living in the university in relation to student's academic performance.
3. Determine the availability of accommodation and transport facilities affect students learning.

1.3 Research Questions

The following research questions have been formulated:

1. Does the socio economic status of parent's affect academic performance of students?
2. What is the relationship between the cost of items in the school market and students living in the university in relation to student's academic performance?
3. How does lack of essential accommodation and transport facilities affect academic performance of students?

1.4 Significance of the Study

The finding of the study will enable government and other concerned to understand how socio-economic problems affects the level of academic performance of its citizens an offer the ways of providing financial support to the students through scholarship both at federal level, state level and local government level. The finding will also benefit the parents to understand how low level of income is greatly influence the student's academic performance of their

children at all level of learning. Finally, the study will help the prospective individuals who intend to carry out research of this nature.

1.5 Scope and Delimitation ofthe study.

This research project sought to examine the parental Socio- Economic factors affecting academic performance of students in Faculty of Education and Extension Services, Usmanu Danfodiyo University Sokoto. However, the study will be limited to 200 and 300 level students of the Department of Educational Foundation, the Department of Adult Education and Extension Services, the Department of Curriculum Studies, Educational Technology and the Department of science and vocational Education.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter aimed at reviewing related literature, it deals with works that have to do with the study being conducted on similar topic. It therefore focuses on the following areas, conceptual framework, concept of academic performance, an over view on socio-economic factors affecting student performance and summary.

2.2 Conceptual framework.

2.3 Concept of academic performance.

2.4 An overview of socio-economic factors affecting students' academic performance.

2.5 Summary.

2.2 Conceptual framework.

Many philosophers such as Jerry Alan Fodor (1935) writes that, the parental socio-economic status on the academic performance of their children, certain conditions have been given as factor which must prevail in the home to aid the child's academic performance. Therefore, the working father or mother will have a positive impact on their children base on the modeling theory which states that children, especially daughters of educated professionals see their mother a models they most want to be like, (Bauchi, 972). These children especially daughters, will develop high self concepts, they trends to be high on achievement motives (Douglas, 1964 & John 1973). A person that is high on achievement motives is likely to perform well academically.

2.3 Concept of Academic Performance

Academic performance according to the Cambridge University Reporter (2003) is frequently defined in terms of examination performance. In this study academic performance was characterized by performance in tests, in course work and performance in examination of undergraduate students Galiher (2006). Academic performance is the process of rating students towards assessing the extent to which the students has achieved the desired objectives. It is a basic principles that provide a kind of continuum of performance ranging from the highest in the group to the lowest. The measure of mark given to a student's usually represents his place in the continuum.

Determinants of Academic Performance

The determinants of academic performance include self- motivation, family income, and parent's level of education. The effect of family income and parents level of education on academic performance is far from being unraveled without equivocation parental socio-economic status of students show moderate to strong relationship with academic performance (Sirin, 2005) but these relationships are contingents upon a number of factors such that it is nearly impossible to predict academic performance using parental socio-economic status.

a) Learning facilities

Karemera (2003) found that students performance is significantly correlated with satisfaction with academic environment and the facilities of library, computer lab in institution. With regard to background variables, he found a positive effect of high school performance and school achievement he found no statistical evidence of significance association between family income level and academic performance of the students. Robert and Sampson (2011), found that

the member of educational board will be educated and their impact on school is positive for professional development it is essential for students learning. The students who are actively engage in the learning process are observed to have a positive correlation with the (GP). A study effort from students and the proper use of the facilities provided by the institution to the students, a good match between students learning style and are positively affect the students' performance. Young (1999), held the view that students performances are linked with the use of library and level of their parental education. The academic environment is the effective variable for students and has positive relationship with father's education and grade level (Kirmani, 2008).

b) Proper Guidance

Noble (2006), students academic accomplishment and activities, perceptions of their coping strategies an positive attributions, and background characteristics (i.e. family income, parents, level of education, guidance from parents and number of negative situations in the home), were indirectly related to their composite scores, through which a students can improve his study attitudes and study habits and is directly proportional to academic achievement. The students who are properly guided by their parents have performed well in the exam. The guidance from the rip on English, it increases the performance of teacher also affects the students' performance. The guidance from the parents and the teachers indirectly affects the performance of the students (Husain, 2006).

c) Class Attendance

Romer (1993) is one of the first few authors to explore the relationship between student's attendance and exam performance. A number of factors have contributed to declining class attendance around the world in the last 15 years. The major reasons given by students for row

attendance include assessment pressures, poor delivery of lesson, timing of lesson, and work commitments. Thomas (2009), in recent times, students have found a need to seek employment while studying on a part-time basis due to financial constraints. The numbers of part-time and mature students has also risen sharply. The use of information technology also means that information that used to be obtained from sitting through lectures can be obtained at the click of a mouse. Indeed, web-based learning approaches have become the order of the day. Given all these developments that either makes it impossible or unnecessary for students to attend classes, the questions that need to be asked is whether absenteeism affects students' academic performance. Research on this subject seems to provide a consensus that students who miss classes perform poorly compared to those who attend classes. Foitz (1996) based on the findings a number of stakeholders have called for mandatory class attendance. Although the existing evidence point to a strong correlation between attendance and academic performance none of the studies cited above demonstrate a causal effect. The inability of these cross sectional studies to isolate attendance from a myriad of confounding students characteristics (e.g. level of motivation, intelligence, prior learning and time management skills) is a major limiting factor to the utility of these findings controlled for students differences in background, ability and motivation reported a non linear effects of attendance on learning that is a few absences do not lead to poor grade but excessive absenteeism does.

d) Student Learning Preference

A good match between students learning preference and instruction teaching style has been demonstrated to have positive effect on student's performance (El-shaarawi 2006). Learning preferences refers to a person's "natural, habitual and preferred way of assimilating new information. This implies that individuals differ in regard to what mode of instruction or

study is most effective for them. Scholars, who promote the learning preferences approach to learning preferences agree that effective instruction can only be undertaken if the learners learning preference are diagnosed and the instruction is tailored accordingly Pashler (2008). “I hear and if forget. I see and I remember I do and I understand” (Confucius 551-479 BC) a quote that provides evidence that, even in early times there was a recognition of the existence of different learning preference among people. Indeed, Omrod (2008) reports that some students seem to learn better when information is presented through words (verbal learners). Whereas others see to learn better when it is presented in the form of pictures (visual learners). Clearly in a class where only one instructional method in a class where only one instructional method is employed, there is a strong possibility that a number of students will find the learning environment less optimal and this could affect their academic performance.

e) Communication

Many researchers has been discussed the different factors that affects the student’s academic performance in their research. There are two types of factors that affect the student academic performance in their research. These are internal and external classroom factors and these factors strongly affect the student’s performance. Internal classroom factors includes students competence in English, class schedules, class size, English text books, class test result, learning facilities, home works, environment of the class, complexity of the course materials, teachers role in the class, technology used in the class and exam systems. External classroom factors include extracurricular activities. Family problems, work a financial, social and other problems. Research studies shows that students performance depend on many factors such as learning facilities, gender and age differences etc. that can affect students performance. Hansen (2006) found that the most important factors with positive effect on student’s performance are

student's competence in English. The performance of the students is affected by communication skills; it is possible to see communication as a variable which may be positively related to performance of the students in open learning. A major distinction of the study from previous studies is that it focuses on open learning. Abdullahi (2011).

2.4 An Overview of Economic Factors Affecting Students Academic Activities

A number of studies have been carried out to identify and analyse the numerous factors that affect academic performance in various centres of learning. Their findings identify that student's effort, previous schooling, parent's education, family income, self motivation, age of students, learning preferences and class attendance as factors that have a significant effect on the student's academic performance in various settings.

The utility of these studies lies in the need to undertake corrective measures that improve the academic performance of students especially in public funded institutions. This is under scrutiny especially because of the current global economic downturn which demands that government improve efficiency in financial resources allocation and utilization. Although there has been considerable debate about the determinants of academic performance among educators, policy makers, academic and other stakeholders, it is generally agreed that the impact of these determinants vary (in terms of extent and direction) with contexts. Since not all factors are relevant for a particular context, it is imperative that formal studies be carried out to identify the context specific determinants for sound decision making.

The literature review provides a brief examination on economic factors that influence academic performance. This section is divided into three subsections. The first section reviews related literature on the concept of socio-economic status of parent as related to academic

performance, followed by the sub-section which review literature on the concept of environmental /school factors and its relationship to academic performance. The final sub-section review literature on the concept of student's former school background and academic performance.

Socio-Economic Status of Parent

Socio-economic status is most commonly determined by combining parents educational level, occupational status and income level. Jeynes (2002) in most of the studies done on academic performance of students, it is not surprising that social economic status is one of the major factors studied while predicting academic performance. Hansen (2003), argue that according to the cultural capital theory one could expect students from families who are closest to the academic culture to have greatest success.

It is believed that low social economic status negatively affects academic achievement because low social economic status prevents access to vital resources and creates additional stress at home. Graetz (1995) carried out, a study on social economic status in education research and policy found that social economic background remains one of the major sources of educational inequality an add that one's educational success depends very strongly on the social-economic status of one's parents.

Considine (1995), in their study on the influence of social and economic disadvantage in the academic performance of school students in Australia found that families where the parents are advantage socially, educationally an economically foster a higher level of achievement in their children, they also found that these parents provides higher levels of psychological supports for their children through environments that encourage the development of skills necessary for

success at school. On the contrary, Pedrosa (2006) in his studies on educational and socio-economic background of undergraduates and academic performance at a Brazilian University found that students coming from disadvantaged socio-economic and educational homes perform relatively better than those coming from higher socio-economic and educational strata, they called this phenomena educational reliance. This could be true considering that different countries have different parameters of categorizing socio-economic status. What a developed country categorizes as low socio-economic status. May be different from the definition of two socio-economic status of a developing country. Additionally students do not form a homogenous group and one measure of socio-economic disadvantage may not suit all sub groups equally. Combs (1985) argued that in virtually all nations, children of parents high on the educational, occupation and social scale have far better chance of getting into the best colleges and universities than equally bright children of ordinary workers or farmers. Combs (1985) adds that the finding many empirical studies suggests that children whose parents are at the bottom of the social economic hierarchy are not inclined to seek or gain access to available educational facilities as the children with families are located at the middle or top of the hierarchy.

Dills (2006) had a similar view with combs (1985) when she found that students from the bottom quartile consistently perform below students from the top quartile of socio-economic status. Another similar view was held by Hansen (2006), when they studied the impact of class origin on grades among all first years students and higher level graduates in Norwegian Universities. Their analysis showed that students originating in classes that score high with respect to cultural capital tend to receive the highest grades. Macmillan (2002) argued that socio-economic status is comprised of three major dimension: education, occupation and income and therefore in developing indicators appropriate for high education context, researchers should

study each dimension of social economic status separately. They add that education, occupation and income are moderately correlated therefore it is inappropriate to treat them interchangeably in the higher education context.

Family income, according to Escarce (2003) has a profound influence on the educational opportunities available to adolescent and on their chance of educational success. Escarce (2003) add that due to residential stratification and aggregation, low income students usually attend schools with lower funding levels, have reduced achievement motivation and much higher risk of educational failure. Then compared with their more affluent counterparts, low income adolescent receive lower grades, earn lower scores on standardized test and are much more likely to drop out of school. Escarce (2003) argued that social class determines what school a child will attend and whether the child will pass the examinations. He believe that children from families with low – income are more likely to exhibit the following patterns, in terms of educational outcomes, have lower levels of literacy, innumeracy and comprehension, lower retention rates, exhibit higher levels of problematic school behaviors, are more likely to have difficulties with their studies and display negative attitudes to school.

King (1989) used parents occupation as a proxy for income to examine the relationship between income and achievement and found that children of farmers had fewer years of school than children of parents with white collar jobs. They also determine that the schooling levels of both parents had a positive and statistically significant effect on the educational attainment of Peruvian children. They argue that how much education a child's parents have is probably the most important factors in determining the child's educational opportunities. They argue that how much education a child's parents have probably the most important factors in determining the

child educational opportunities. They observe that the higher the attainment for parents, then the greater their aspirations for children.

Owen (1999) in her study exploring beliefs about academic achievement studied the relationship between parents and guardian educational attainment to academic achievement of parent or guardians does have a relationship with academic achievement of their children, she argued that the higher the parents or guardians educational achievement, the higher the academic achievement. Sentamu (2003) argued that rural families and urban families where both parents were illiterate or had inadequate education do not seem to consider home study for their children a priority and that illiterate families will not foster a study culture in their children since the parents themselves did not attend school or the education they received was inadequate to create this awareness in them. These differences in home literacy activities are likely to be reflected in school achievement. According to the literature cited it can be seen that socio-economic status is related to academic performances, whether one studies socio-economic status as a whole with distinct dimensions, there is considerable support to hypothesizes that parents, socio-economic status affects academic performance of students. Students who come from lower examination scores compared to their counter parts from high socio-economic backgrounds (Eamon, 2005).

Environmental /School Factors

The school environment, which include the accommodation school location, transport facilities, library, accessibility of learning facilities in the school, prices of items in the school laboratories teachers quality, school management, teaching methods, peers, etc are variables that affect students academic achievement.

The issue of poor academic performance of students in Nigeria has been academic performance of students in Nigeria has been of much concern to the government, parents, teachers and even students themselves. The quality of education not only depends on the teachers a reflected in the performance of their duties, but also in the effective coordination of the school environment. Ajao (2001) school environment which include instructional spaces planning, administrative places planning, circulation spaces planning spaces for convenience planning, accessories planning, the teachers as well as the students themselves are essential in teaching learning process. The extent to which students learning could be enhanced depends on their location within the school compounds, the structure of their classroom, availability of instructional facilities and accessories. It is believed that a well planned school will gear up expected outcomes of education that will facilitate good social, political and economic emancipation, effective teaching and learning process and academic performance of the students relating this study to international occurrence are the assertions of turner (2008), which reported that safe an orderly classroom environment (aspect of instructional space), school facilities (accessories) were significantly related to students academic performance in schools. The three researchers also quoted Glasman (1994), asserting that a comfortable and caring environment among other treatment helped to contribute to students academic performance.

The physical chrematistics of the school have a variety of effects on teachers, students and the earning process, poor lighting, noise, high levels of carbon dioxide in class rooms, and inconsistent temperatures make teaching and learning difficult. Poor maintenance and ineffective ventilation systems lead to poor health among students as well as teachers, which leads to poor performance and higher absentee rates. These factors can adversely affect students behaviors' an lead to higher levels of frustrations among teachers an poor learning attitudes among students.

Beyond the direct effects that poor facilities have on students ability to learn, the combination of poor facilities, which create an uncomfortable and uninviting workplace for teachers, combined with frustrating behaviors' by students including poor concentration and hyperactivity, energy, or apathy creates a stressful set of working conditions for teachers. Because stress and job dissatisfaction are common pre-cursors to lowered teacher enthusiasm, it is possible that the aforementioned characteristics of school facilities have an effect upon the academic performance of students. Previous studies have investigated the relationship of poor school environment including problems with students teachers ration, school location, school population, classroom ventilations, poor lighting in classrooms, and inconsistent temperatures in the classroom with students health problems, students behaviors', and students achievement.

Former School Background and Academic Activities

Students educational outcome an academic success is greatly influenced by the type of school which they attend. The school one attends is the institutional environment that sets the parameters of a students learning experience. Depending on the environment, a school can either open or close the door that leads to academic achievement. According to Considine (2002) the type of school a child attends influence educational outcomes. And that school had an independence effect on students attainment and that school effect is likely to operate through variation in quality and attitudes, so teachers in disadvantaged schools often hold to expectation of their students which compound the low expectation the students have, hence leading to poor performance by the student's. Kwesiga (2002) agree that schools influence learning in the way content is organized and in the teaching learning and assessment procedures. All these scholars agree in principle that schools do affect academic performance of students.

A similar view is held by kokic (2006) in his study on academic performance and scientific involvement of final year medical students coming from urban and rural background. Kokic (2006) concludes that students from urban backgrounds had significantly better academic and research indicators than those from rural and remote backgrounds. He added that more than half of the students from rural backgrounds fail at least one year of study.

The result of Lee and McIntire (2001) are contrary to Kokic (2006). The former argue that there is no significant difference between the performance of students from rural schools and from urban schools. In their study on interstate variations in rural students achievement and schooling conditions, they observed that given that many rural students are poor and attend schools where instructional resources and course offerings are limited, the level of their academic performance relative to their non-rural counterparts is encouraging. They found that in some states rural students scored higher than their non-rural counterparts. Their views are summarized by miller and birch (2007), in their study on the influence of high school attend on university performance who argued that out come at university differs according to the type of high schools attended. The studies cited led the researcher to hypotheses that the students school background is positively related to academic performance of undergraduate students.

2.5 Summary

In summary, this chapter contained the views of different scholars on the concept of parental, socio-economic, academic performance and the determined of students learning. Where so many factors have being identified and discussed briefly to see how each factors affects the academic performance of students. Finally, the chapter focuses on the review of the socio-economic factors that affects academic performance of students.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter outlines the manner in which the study is to be conducted. The key component and research designs, population, sample size, and compiling techniques, research instruments, validity and reliability method of data collection and method of data analysis.

3.1 Research Design

This research adopted survey research, where survey research is one of the important area of measurement in applied social research. The broad area of survey research encompasses any measurement procedures that involved asking questions of respondents. Krosnick (2007) A “survey” can be anything, that can form a short-paper-and-pencil feedback form to an intensive one-on-one in depth interview will begin by looking at the different types of surveys that are possible (Paul 2011).

3.2 Population of the Study

The general population of this study is 5456 undergraduate students from faculty of education and extension service, Usmanu Danfodiyo University Sokoto. The undergraduate students undergoing different programmes of studies. The table below shows the break-down of the total population of the undergraduate students in the faculty of education and extension service, Usmanu Danfodiyo University Sokoto, based on their departments.

S/N	NAME OF DEPARTMENT	POPULATION
1.	Department of Adult Education and Extension Services	1238
2.	Department of Educational Foundations	1525
3.	Department of curriculum and Educational Technology	1438
4.	Department of science and Vocational Education	1255
	Total	5456

3.3 Sample and Sampling Technique

Simple random sampling technique will be used to select the sampling of this research. According to Krejcie and Morgan (1970) table of determining sample size from a given population for the population of 5456 is 357 in the sample size. Therefore, the sampling size of this research is 357. The sample is shared according to the proportionate sampling technique:-

S/N	DEPARTMENT	POPULATION	SAMPLE	PERCENTAGE
1.	Department of adult Education and Extension services	1238	81	22.7%
2.	Department of Educational foundation	1525	99	27.7%
3.	Department Of Curriculum studies and educational Technology	1438	95	26.6%
4.	Department of science and vocational Education	1255	82	23%
	Total	5456	357	100%

3.4 Research Instruments

The instrument for gathering data in this research work is questionnaires. The researchers will use the questionnaire because the population is large. The time for collecting the data is limited and so a closed-ended questionnaire was developed because they were easy to fill, save time and keep the respondents, focus on the subject. The self designed questionnaire titled Parental socio-economic factors affecting academic performance of students will be used for the research, in which descriptive statistics would be used to analyses the data.

The instruments used for measuring socio-economic status are Questionnaires and Interviews. Two instruments for measuring academic performance of students and parent's socio-economic status are:

1. Parent's Socio-Economic Status Questionnaire (PASEQ).
2. Student's Performance Questionnaire (SPEQ).

3.5 Validity of the Instrument

Validity of the questionnaire was obtained by presenting it to the researcher's supervisor, because according to Abdullahi (2012) contents and construct validity is determined by researcher's supervisor's judgment.

3.6 Reliability of Instrument

Reliability of the instrument will be obtained by using the test-re-test reliability. Fraenke and Wallen (1996) argued that for most educational research, stability of score over period of two weeks is usually as sufficient of test-re-test reliability.

Therefore the researchers tested and re-tested the instrument on a number of undergraduate students who are not part of the research. Product moment correlation coefficient formula of Pearson was used to calculate the reliability of the questionnaire and an index of 0.70 was obtained which proved the reliability of the instrument.

3.7 Method of Data Collection

The researchers will personally visit all the selected departments for easy distribution and collection of data to ensure the instrument gets to three right people at the right time. Clarification and additional inform also is given. The Filled questionnaires would be collected on the spot so as to ensure complete return of the questionnaire.

3.8 Method of Data Analysis

Data collected from questionnaire would be complied sorted, classified and coded to examine the differences in response between the selected Four departments using a simple percentage for easy understanding and analysis.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

This chapter contains the presentation and analysis of the data obtained from the respondents. A total of 357 questionnaires were administered to sample of the population using sample random sampling technique. According to Krejcei and Morgan (1970) table of determining sample size from a given population and finally the research questions were answered from findings of the research.

4.1 Data presentation

Table 1: Sex of the respondents

Responses	Frequency	Percentage of Respondents
Male	270	75.6%
Female	87	24.4%
Total	357	100%

The above table illustrates that out of the total number of 357 respondents, the male students had the highest representation of 270 representing 75.6% and the female respondents had less than 87 representing 24.4%. This was because the male respondents were more cooperative than their female counterparts.

Table 2: Distribution of respondents according to age

Responses	Frequency	Percentage of Respondents
21-25 years	200	56.0%
26-30 years	90	25.2%
31-35 years	67	18.8%
More than 35 years	0	0%
Total	357	100%

Table 2 illustrates that the highest percentage of the respondents (56%) were ages between 21-25 years, while 90 of the respondents representing 25.2% are within the age of 2-30 years and the least number of respondents (18%) were ages between 31-35 years. This means that more than 57% of the respondents were aged between 21-30 years, which is the right age bracket of university education in Nigeria.

Table 3: Respondents according to department of study

Responses	Frequency	Percentage of Respondents
Department of adult Education and extension services	81	22.7%
Department of educational foundation	99	27.7%
Department of curriculum studies and educational technology	95	26.6%
Vocational education	82	23%
Total	357	100%

The above table shows that the highest percentage of respondents came from the Department of Educational Foundation (27%) followed by the Department of Curriculum Studies and Educational Technology with (26%) then followed by the Department of Science and Vocational Education with (23%) and the least number of respondents were from the Department of Adult Education and Services with (22%). This is because Department of Educational Education has the largest number of respondents among the sample of the population followed by Department of Science and Vocational Education and Department of Adult Education and Extension Services that shows the researchers we are undergraduate students from the Department of Educational Foundation, Faculty of Education and Extension Services, Usmanu Danfodiyo University Sokoto.

Table 4: Respondents according to the year of study

Responses	Frequency	Percentage of Respondents
200 level	179	51%
300 level	178	49%
Total	357	100%

The table above indicates that the population sample of this research is unequal from level 200 and 300 of the four departments were 179 of the respondents representing 51% are from 200 level while 178 of the respondents representing 49% are from 300 level.

Table 5: Parents source of income

Responses	Frequency	Percentage of Respondents
Employed	67	18.0%
Self-employed	100	28.0%
Unemployed	190	53.2%
Total	357	100%

The table above showing parents source of income illustrates the highest percentage of the respondents almost (53%) were unemployed, while 100 of the respondents representing 28% were self-employed and only 67 with the least percentage (18%) of the respondents were employed. This shows that about 53 of the respondents were unemployed.

Table 6: Reliability of income

Responses	Frequency	Percentage of Respondents
Very reliable	20	8.5%
Reliable	90	38.3%
Unreliable	125	53.2%
Total	357	100%

Table 6 above illustrates that out of 235 respondents who were unemployed, 125 of them representing 53.2% are in the belief that their parents source of income is unreliable while 90 respondents representing 38.3% believe that their parents sources of income is reliable and 20 respondents representing 8.5% believe that their parents source of income is very reliable. This

indicates that students whose are their parents unemployed are faced with financial problems due to unreliability of their parents' source of income.

Table 7: Respondents according to student's educational responsibility

Responses	Frequency	Percentage of Respondents
Parents	150	60%
Government	70	28%
Others	30	12%
Total	357	100%

Table 7 above indicates that the highest percentage (60) of the respondents' educational responsibility lies on their parents while 70 (28%) of the respondents are responsible by government scholarship and only 30 representing 12% are being sponsored by other sources. This shows that most of the student's educational responsibility relies on their parents.

Table 8: Parents/Guardian status in terms of occupation

Responses	Frequency	Percentage of Respondents
Upper	85	23.0%
Medium	157	44.0%
Lower	115	33.0%
Total	357	100%

Table 8 above shows that 157 out of 357 respondents representing 44% are from medium class, while 115 of the respondents representing 33% come from lower class parents and only 85 with 23% are from upper class parents. This result indicates that majority of the students in Faculty of Education and Extension Services, UsmanuDanfodiyo University Sokoto were from medium class background and by implication their educational attainment is likely to be affected. Children from medium and lower class background tend to perform lower in their academic performance than those from upper class background. This therefore means that the economic status of the family is also a significant variable or factor that affects the educational life chances of a child (Mahuta, 2007).

Table 9: Cost of living in the school

Responses	Frequency	Percentage of Respondents
Very High	50	14.0%
High	230	64.4%
Low	77	21.6%
Total	357	100%

Table 9 above indicates that 50 out of the total respondents representing 14% agreed that the cost of living in the university is very high, while 230 representing 64% of the respondents agreed that the cost of living in the university is high and 21% representing 77 out of the respondents believed that cost of living in the university is lower. This result however, illustrates that more than 64% of the respondents believed that the cost of living in the university is high which will in turn affect student's academic performance.

Table 10: Cost of study/learning materials in the university mini-market

Responses	Frequency	Percentage of Respondents
Very high	25	7.0%
High	230	77.6%
Low	77	15.4%
Total	357	100%

Table 10 above shows that, 277 out of 357 respondents representing 77% agreed that the cost of study/learning materials in the university is high while 55 representing 15.4% of the respondents believed that cost of learning/study materials is low in the university and the least number 25 representing 7% of the respondents believed that the cost of learning/study material is very high. This result indicates that the prices of study will affect students' academic performance thereby making it difficult or even impossible to afford.

Table 11: Cost of other goods and services in the university mini-market

Responses	Frequency	Percentage of Respondents
Very high	50	14.0%
High	220	61.7%
Low	87	24.3%
Total	357	100%

Table 11 above indicates that 50 out of 357 respondents representing 14% agreed that cost of other goods and services in the university mini market is very high while 220 representing 61% of the total respondents believed that the cost of other goods and services in the university is high and 87 respondents representing 24% are on the belief that cost of goods and services in the university mini market is low. This explains that the cost of goods and services in the university market is high and this will have a negative impact on the student's academic achievement due to their low level of income.

Table 12: Cost of accommodation in off campus

Responses	Frequency	Percentage of Respondents
Very high	271	75.9%
High	57	15.9%
Low	29	8.2%
Total	357	100%

Table 12 above shows that 271 out of 357 of the respondents representing 75.9% believed that the cost of accommodation in off campus is very high while 57 respondents representing 15.9% of the total respondents agreed that cost of accommodation in off campus is high and only 29 out of 357 respondents representing 8.2% believed that the cost is low. This table clearly explain that the cost of accommodation in the town is very high because of the high demand of accommodation from the students in the university are inadequate and this is affecting their level of academic performance.

Table 13: Cost of transport from town to school

Responses	Frequency	Percentage of Respondents
Very high	70	19.6%
High	200	56.0%
Low	87	24.4%
Total	357	100%

Table 13 above shows that 70 of the respondents representing 19% agreed that, the cost of transport from town to school is very high while 200 out of 357 representing 56% of the respondents believed that the cost of transport from town to school is high and only 87 representing 24.4% of the respondents believed that the cost is low. The outcome from the above table illustrates that the cost of transport from town to school is high and this to a great extent affects the level of students' academic performance because most students find it difficult to bear the cost.

Table 14: Cost of using personal vehicle to the university

Responses	Frequency	Percentage of Respondents
Very high	39	10.9%
High	251	70.4%
Low	67	18.7%
Total	357	100%

Table 14 above shows that 67 out of 357 representing 18% of the total respondents believed that the cost of using personal vehicle to the university is very high while 251 representing 70% of the respondents agreed that cost of using personal vehicle to the university is high and only 39 representing 10% respondents that the cost is low. The outcome of the table indicates that the cost of using personal vehicle to the university is high and by implication, this inhibits the level of students academic achievement.

Table 15: Comparison of price between items in the university mini market with other market in town

Responses	Frequency	Percentage of Respondents
Higher	215	60.2%
Lower	27	7.6%
Equal	115	32.2%
Total	357	100%

Table 15 above indicates that 215 out of 357 respondents representing 60% are on the belief that prices of items in the university mini market are higher than the price of items in the town while 115 respondents representing 32.2% are on the belief that the prices in both markets are equal. And only 27 respondents representing 7% agreed that the prices of items in the university mini market are lower than how they are in town. This table shows that there is a significant price difference in the university markets when compared with other market in town and this will in turn affect the students' academic performance because in most cases students find it difficult to afford the exorbitant price considering the level of their income.

Table 16: Accommodation in the university

Responses	Frequency	Percentage of Respondents
Available	92	25.7%
Not available	265	74.3%
Total	357	100%

Table 16 above shows that 265 out of the total respondents representing the highest percentage (74%) believed that there is not available accommodation facility in the university while 92 out of 357 representing 25.7% agreed the fact that there is available accommodation facility in the university.

Table 17: Percentage of students with accommodation

Responses	Frequency	Percentage of Respondents
70% and above	0	0%
50% - 69%	25	7.0%
49% and below	332	93.0%
Total	357	100%

Table 17 above illustrating the percentage of students with accommodation in the university shows that 332 out of 357 respondents representing 93% believed that less than 30% of the students (49% and below) are accommodated in the university while 25 out of the total respondents believed that 50% - 69% representing 25% of the students are living in the university hostel. This table indicates that less than 50% of the students are living in the hostel provided by the university. This means that more than half of the students are living in off campus despite the high cost of accommodation in off campus.

Table 18: Reliability of transport facilities in the university

Responses	Frequency	Percentage of Respondents
Total reliable	27	7.6%
Reliable	150	42.0%
Unreliable	180	50.4%
Total	357	100%

Table 18 above shows that 180 out of 357 respondents representing 50% believed in the unreliability transport facilities in the university while 150 out of the total respondents with 40% believed that the transportation facilities in the university is reliable. The outcome of the table indicates that the transportation is reliable. The outcome of the table indicates that the transportation facilities in the university is not reliable due to the fact that majority of the students are living in off campus considering the percentage of students with accommodation in the university (49% and below) and their means of transportation depends largely on school bus services which is not sufficient enough to meet the demand of students at the right time. Evidently, this can be seen from the long queue of students in bus stop waiting for the bus for their conveyance to school.

4.2 Summary of the major findings

Based on the research conducted, the findings revealed that parents' socio-economic status is one of major determinants of students' performance. This is because considering the dependency of students on parents for their educational responsibilities as indicates in table 7 where by more than 60% of respondent educational responsibility is relied on their parents. This means that if the parent socio-economic status is high, the educational life chances and

achievement of the students is likely to be high. While if the parent socio-economic status is medium or low, the students' educational life changes and achievement is also likely to reflect on their academic performance.

The academic performance of students in Faculty of Education and Extension Services, Usmanu Danfodiyo University, Sokoto is also affected by relatively high cost of living. The findings revealed that, the cost of living in the university is high because the price of items in the school minimarket is high when compared with how they are in other markets in town despite the cost of items in the university, it is also found that most of the materials needed by students which are relevant to their academic activities are not available in the university, such as; students have to travel elsewhere in search of those materials and this is negatively affects the level of students' academic performance in the university.

The findings also revealed that, the accommodation facility is another factor that affects students' academic performance in the university that the, accommodation facility in university is inadequate to accommodate the number of students enrollment in the university especially by the (2014) where the university is undergoing a crash programme in which the university admitted students (UG I and UG II stream) whereby only female students are given accommodation, but for male, they are left to find themselves a way out. This situation led to the congestion and overcrowdness in the male's hostel resulting students to accommodate themselves in mosques and classes. Despite the high cost of accommodation in off campus, the student who cannot bear the situation has no option than to go to town and rent. This to a great extent affects students' academic performance in the university.

The findings also revealed that, the transportation facility is another factor affecting students' academic performance in Faculty of Education and Extension Services, Usmanu Danfodiyo University, Sokoto. In this year, the problem of transportation from town to school has escalated and the buses provided by the university were inadequate because the number of students relied on the bus services has increased due to the crash programme the university is undergoing, and the distance from town to school is 7km. consequently, this to a great extent affects the level of students' performance because students are found late in attending lectures and sometimes even examinations due to traffic congestion.

4.3 Discussion of Findings

Based on the data collected and presented, the parents' source of income is clearly spelt out as we can see from the data presented with regard to table 5,6,7 and 8 which explains the parents' source of income and financial background. The finding reveals that most of the parents' income is low and unreliable because majority of the students their parents socio-economic background is medium. This means that students educational responsibilities is being taken care of by their parents. From the above paragraph, research question 1 which says "What is parents' source of income? Is clearly answered because most of the students' parents are unemployed from medium class background and students educational responsibilities largely depend on their parents which have negative impacts in their academic activities.

In the light of the data collected and presented, table 9 and 10 above that talks about cost of living in the university and cost of study/learning materials. The data obtained shows that, the cost of living in the university is high due to high prices of items and lack of relevant learning/study materials and even if available the price is so exuberant that students cannot

afford. Consequently, this high cost of living is affecting the students' academic activities negatively.

The responses obtained in table 12,13,14,16,17 and 18 shows that there is accommodation facilities in the university whereby 74% of the respondents responded “not available” and in table 17 that deals with “percentage of students with accommodation” shows that there is accommodation facilities in the university whereby 74% of the respondents responded “not available” and in table 17 that deals with “percentage of students with accommodation” shows that the accommodation facilities in the university is inadequate because it can only accommodate less than 50% of the students. From the responses obtained from table 13 above shows that the cost of transport from town to school is high considering the percentage of the responses in which more high and in table 18 that deal “reliability of transport facilities in the university” going by the responses obtained, the transport facilities of the university is unreliable where by 50% of the respondents responded “unreliable”. From the above explanation, the research question 3 has been clearly answered that the availability of accommodation Facilities University is inadequate and the transportation facilities is also not reliable.

From data obtained and presented in tables 10, 11 and 15 respectively, table 10 and 11 are concerned with cost of learning materials, goods and services where the responses indicate that 64% in table and 61% in table 11 agreed that the prices are high in the university and in table 15 which compare the prices of items in the university minimarket and other markets in town. The table illustrates that the prices are higher in the university than how they are in town because 60% of the total respondents are on that belief. The findings revealed that the prices of items are higher in the university minimarket when compared with other markets in the town.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter discusses the findings of the study as presented in chapter four. It also presents the summary, conclusions arising from the study and recommendations, which could improve academic performance of students in Faculty of Education and Extension Services, UsmanuDanfodiyo and University Sokoto.

5.1 Summary of the Study

This study was carried out to determine the parental socio-economic factors affecting academic performance of students in Faculty of Education and Extension Services UsmanuDanfodiyo University Sokoto. A survey research was used in carrying out the study where questionnaires were produced and administered to the sample of the population drawn from 200 level and 300 level of the four departments; Department of Adult and Extension Services, Department of Educational Foundation, Department of Curriculum and Educational Technology, Department of Science and Vocational Education. Based on the findings, the study revealed that:

Most of the parents are unemployed and that their students' educational responsibility relied solely on their parents.

Majority of the students are from medium and lower socio-economic background, only few are from well to do family.

Cost of living in the university is high due to high price of goods/other services in the university and study/learning materials.

Accommodation facility in the university is inadequate because the percentage of students with accommodation in the university is less than 50% and that the cost of accommodation in off campus is high.

The cost of transport from town to school is high and that the transportation facility in the university is inadequate and unreliable.

5.2 Conclusion

In conclusion, the research effort revealed that there are many economic factors identified to be responsible for affecting the level of students' academic performance in Faculty of Education and Extension Services, Usmanu Danfodiyo University, Sokoto. These are socio-economic and environmental in nature ranging from the students source of income, parent socio-economic status, cost of living in the university, lack of adequate accommodation and unreliable transport facility. In order to tackle the above factors, the recommendations of this research work should be taken into consideration.

5.3 Recommendations

Base on the study findings and conclusion, the researchers arrived at the following recommendations:

Government in collaboration with the university management should build more hostels that will accommodate at least 75% of the students in the university. The university management should also collaborate with other private organizations for the construction of more hostels in order to achieve the above target. This would reduce the accommodation problems faced by the students and at the same time serves as a source of income to the university.

The school management should establish school shops in the university where relevant learning materials would be sold to the students with affordable price in order to reduce stress of students from going to town or elsewhere to buy learning materials, which may become expensive to them.

The university could also devise means of paying special attention to students from low socio-economic backgrounds. For example, the university could improve the students support system such that, students from low socio-economic backgrounds are identified and assisted finally through students' loan scheme could be developed.

Considering the situation of parents' socio-economic background; the students should maintain their readiness for working in different ways of life for achieving their various goals i.e. to complete their study in order to maintain goodness in their future.

5.4 Suggestions for Further Studies

- 1 .It is deduced from the study that parents' socio-economic background affects performance.
2. It is suggested that similar studies be conducted using other areas such as secondary and primary levels to ascertain those factors.

References

- Anderson, G, Benjamin D and Fuss, M. (1994). Determinant of success in University introductory economics course. *Journal of Economic education*. (spring), 25.
- Battle, J. Lewis (2002), "The increasing significant of class, the relative effects of race and socio – economic status on academic achievement. *Journal of poverty*, 6(2), 21 – 35.
- Blevins, B.M. (2009) effects of socio – economic status on economic performance in Missouri public schools. Retrieved from <http://gradeworks.uni.com/3372318>
- Bello, P.N. (1988) "The effects of working class parents on the child" education today vol. 1 no. 11 sorenson, NH; *psychology in education*, New York, McGraw Hill, page 284, (1995).
- Cambridge University Reporter. (2003). Indicators of academic performance. Retrieved on august 8, 2007 from <http://www.admin.com.ac.uk/reporter/2-002-3/weekly/5913/>
- Combs H.P (1985). The world crises in education: the view from the eighties. New York; Oxford Press.
- Considine, G. & Zappala, G. (2002). Influence of social and economic disadvantage in the academic performance of school students in Australia. *Journal of Sociology* , 38, 129 – 148. Retrieved on august 16, 2007 from <http://jos.sagepub.com>.
- Jones, F.H (1979) "The Effect of Parent Socio-Economic on their Children Performance National Elementary Principles, s8.27-332."
- Krecie, R.V. and Morgan D.W. (1970) Determining Sample Size for Research Activities. *Educational Psychological Measurement* 30.607.610.
- Krosnick, K.C. (2007) Survey and his types www.nrw@i.org/scpd/sirs/5/cu9.html

Mahuta, M.G (2007) Introduction to Teaching Profession for Teacher Trainees Sokoto: Mathi
Publish 1st edition.

Obi, O.H (1982). The effect of the socio – economic status of parents onthe academic
achievement of their children P.G.D.E thesis

Ogunlade, J.O (1973), family environment and education attachment ofsome school
children in western Nigeria, *West African Journal of education Vol. 11*

Paul, U and Persaud P.S. (2011) “Survey Under Roughly Divide: Massachusetts. Newsbury
House Publishers Inc.”

Salisu, U. (1981) “The effects of socio-economic background ofsecondary school students on
their academic achievement in Bauchi M.Ed. thesis.

Young, Y. (2001). Pre-Service Teachers motivation for Choosing a Teaching career and Intention
to teach in Urban Settings. A multi-Level Analysis. Unpublished Doctor of Education Indiana
University of Pennisvenia.

APPENDIX I

QUESTIONNAIRE /RESEARCH INSTRUMENTS

**DEPARTMENT OF EDUCATIONAL FOUNDATION, FACULTY OF
EDUCATION AND EXTENSION SERVICES, USMANU DANFODIYO
UNIVERSITY SOKOTO.**

Dear Respondent,

Respondents, we are undergraduate students from the Department of Educational Foundation, Usmanu Danfodiyo University, Sokoto.

The researchers are carrying out a study on the “**parental socio-economic factors affecting academic performance of students,**” you have been selected as one of the respondents for the study and the information you will give will be treated with almost confidentiality and will be used purely for academic purposes.

Thank you

Yours Sincerely

Kabiru Muhammad

1120106286

Bishir Idris Kurfi

1011403006

APPENDIX II

RESPONDENTS PERSONNEL DATA

SECTION A

PARENTAL SOCIO-ECONOMIC FACTORS AFFECTING ACADEMIC PERFORMANCE OF STUDENTS

Instruction: Please tick () on either of the boxes the answer appropriate to you.

1. Sex male [] Female []
2. Age 21-25yrs [] 26-30 [] 31-35 []
3. Dept of study? educational foundation [] curriculum and educational Technology []
Adult Education and extension Services [] science and vocational education []
4. Year of study 200 level [] 300 level []

SECTION B

PARENTAL SOCIO-ECONOMIC FACTOR

5. What is your parent source of income?
 - a. Employed [] b. self - employed [] c. unemployed []
6. if self-employed, what is reliability of his income?
 - a. very reliable [] b. reliable [] c. unreliable []
7. If not employed, who is responsible for your education?
 - a. Parent [] b. government [] c. other

8. please rate the status of your parents /guardians in terms of occupation (upper is white collar job, medium is blue collar job, low is peasant)?

a. Upper [] b. Medium [] c. low []

SECTION C

ENVIRONMENTAL/ SCHOOL FACTORS

How would you rate the cost of the following?

9. Living in the University?

a. very high [] b. High [] c. low []

10. Study /Learning materials in the University mini-market?

a. very high [] b. High [] c. low []

11. Other goods and services in the university?

a. very high [] b. High [] c. low []

12. Accommodation in off campus

a. very high [] b. High [] c. low []

13. Transport from town to the University?

a. very high [] b. High [] c. low []

14. Using personal vehicle to the University?

a. very high [] b. High [] c. low []

15. How would you compare the price of items in town with University mini-market?

a. very high [] b. High [] c. low []

16. How would you rate the situation of accommodation in the University?

a. very high [] b. High [] c. low []

17. If available what is the percentage of students with accommodation?

a. 70% and above [] b. 50% - 69% [] c. 49% and below []

18. What is the reliability of the transport facilities in the University?

a. Totally reliable [] b. reliable [] c. unreliable []