Predictive Value of Attitude to School and Parental Expectation on Academic Performance among Federal Government Colleges in Sokoto State

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Abstract

This study investigated the relationship between attitude to school and parental expectation on academic performance of senior secondary school students in federal government colleges in Sokoto state. A correlational research design was adopted in this study. Stratified sampling procedure was used to obtain the sample of two hundred and thirty four (234) respondents from the three federal government colleges in Sokoto state. Attitude to school (ATS) and Parental Expectation Scale (PES) developed by Federal Ministry of Education was adopted to obtain data for the study. The Researcher Designed Test (RDT) in Mathematics and English Language were to obtain data for students' academic performance. Three hypotheses were tested. The results obtained from hypothesis one showed that there is no significant relationship among the variables correlated, the second hypothesis tested shows that there is relationship between parental expectation and academic performance. While the third hypothesis showed that parental expectation significantly predicts student academic performance than attitude to school. Based on these findings, it was recommended that Parent should be made to provide detailed information about their wishes for their children and should be instructed to supervise their children so that whatever the teacher and counsellor informs their children to do at home is done properly and progress report brought to the counsellor about such behavioural problems.

Introduction

Education is the best legacy parents can leave for their children. It is the most valuable possession a person can have without which illiteracy, poverty and disease cannot be substantially curtailed. Education is a basic requirement for responsible citizenship and the maintenance of ways of life towards successful entry into today's complicated working world. Secondary education is very

crucial as well as the primary through which the foundation for effective learning cum performance is enhanced. There is no doubt in the fact that education played important role in human life and has been a strong weapon by which societies attain dynamic goals and objectives. Manpower development and essential infrastural development are some of the dynamic roles upon which development of a nation rotates. Education is the bed rock for a sustainable development in a developing country. A priority which Nigeria, like most other developing countries attributed to education as a major developmental tool can be seen in the priority given to human resource development in her policy statement and development plans. The development plans include the goal of building a free and democratic society, a just and egalitarian society, a united and self reliant nation, a great and dynamic economy, and a land of bright and full opportunities for all citizens.

Among the factors which could affect students' academic performance, none seems to be more important than attitude to school and parental expectation. Wrightsman in Chilota (2008) defined attitude as a positive or negative affective reactions towards a detonable abstract or concrete thing or proposal. Attitude describes a person's fellings, thinking or manner of responding towards particular activity, object, person or idea. Shau and Wright in Chilota (2008) argue that attitude entails existing predisposition to respond to social objectives which interact with other variables, guides and direct overt behavior of the individual. The concept attitude to school, thus embrace the conditions under which some disposition are initially formed and consequently modified in a course of a person interaction with his physical and social matters of opinion and in deep seated sentiments that are properly regarded as constructive personality, changes that occur in the natural course of maturation and experiences as well as those that result to exposure to deliberate persuasion or propaganda (Tambawal, 2012).

Banu in Tambawal (2012) defined attitude to school as the tendency or disposition that student has to respond positively or negatively to teaching and learning or school related activities. Psychologist Cromback in Oyelowo (2002) stated that so many factors influence students' attitude to school, the social environment of student plays an important role in shaping the students' attitude to school and academic performance of the students. This is because attitude is always affected by the surroundings in which an individual lives and other people with whom he comes into regular contact with. Oyelowo (2002) have establish that out of the agencies and influences that contribute to academic success or failure in the early years, attitude is most potent source of influence. Morrison and Mclnntyre cited in Rasaq (2011) also concluded that the interest that students take in school activities is closely related to their success or failure.

The term parental expectation has been defined in various ways in the literature, most researchers characterize parental expectations as realistic beliefs or judgments that parents have about their children's future academic performance as reflected in course grades, highest level of schooling attained or college attendance (Glick and White 2004; Goldenberg, 2001). Parental expectations are based on an assessment of the child's academic capabilities as well as the available resources for supporting a given level of achievement. Parental expectation is routinely defined as the conviction a parent holds in his/her child's future level of achievement. Often this is measured by asking a parent how far in school (in terms of grade levels) he/she expects the child to progress. However, most researchers operationalize parental expectations by asking parents "how far" they think their child will go in school or by asking them to forecast what grades a child will receive that year. Occasionally, researchers have also asked about student perceptions of parental expectations as a proxy for parental expectations themselves (Gill and Reynolds, 1996). Parental expectation, also defined by Darling and Steinberg in Musa (2013), are the specific behaviors and attitudes demonstrated by parents in socializing their children, such as doing assignments with their children when they encounter problems, and attending their children's school activities to enable them to succeed in schools. The link between parental expectations and student academic performance has been examined by researchers in different ways, from basic small sample correlation studies (Sanders, Field & Diego in Yamamoto & Holloway, 2010) to sophisticated cross-cultural examinations of student performance. In all, the findings appear quite consistent. For example, using multiple regression analysis, Jacobs and Harvey cited in Yamamoto and Holloway (2010) studied a sample of Australian students and found parental expectation was the strongest predictor of student academic performance.

The concept of academic performance is a compound noun derived from two words "Academic" and "Performance". Oxford Advance Learner's Dictionary defines academic as Education in schools, universities etc. it involves a greater amount of reading and study than technical or practical work. Performance on the other hand means an action or achievement, considered in relation to success. Unoh in Chilota (2008) describe academic performance as the qualitative description of student's level of accomplishment through the use of test and other measuring tools. She added that, when performance is measured in relation to group, it is called Norm Reference Test (NRT): meaning that marks obtained by a student represent relative performance rather than some performance but where student performance is measured in relation to an absolute standard, otherwise known as criterion reference in which grade is determined by how closely performance tally with the expectation set by the test designer or the teacher defined in terms of specific learning task. She added, student's academic

performance can therefore be seen as the examined academic output accomplished by an individual learner, after undergoing through a specified period of instruction. To achieve this aim, Muhammed in Musa (2013) emphasized that it become necessary to frame the questions for the evaluation from a proper sampling of all area as mentioned in Bloom's taxonomy of education which are knowledge, comprehension, analysis, evaluation and application. Psychosocial variables have been considered as one of the factors that affects the academic performance of students. Thus, poor academic performance of students in academic work and behavior are manifestation of the problem associated with different causes.

Statement of Problem

The academic performance of senior secondary school graduates in West African Examination Council (WAEC) and National Examination Council (NECO) is considerably poor. This remains a major source of concern as good academic performance determines the upward mobility of the students from one class to another as well as the basis of studentship in the university, college of education or polytechnic. More so, it is a means of evaluating the extent to which learning has taken place in the students. Various factors have been adduced, however, available literature appear to be scanty on the variables of this study in Nigeria and Sokoto in particular. Hence, the predictive value of attitude to school and parental expectation on academic performance of senior secondary school students in federal government colleges in Sokoto State was examined. In the light of this the following hypotheses were formulated to guide the study.

Research Hypotheses

The following hypotheses were generated which guide the study.

There is no significant relationship between Attitude to School and Academic Performance of Federal Government Colleges Student in Sokoto State.
There is no significant relationship between Parental Expectation and Academic Performance of Federal Government Colleges Student in Sokoto State.
There is no significant evidence to prove that Attitude to School and Parental Expectation are predictors of Academic Performance of Federal Government Colleges Student in Sokoto State?

Methodology

Research Design

The study is a correlation research meant to establish the predictive value of Attitude to School and Parental Expectation on the Academic Performance among Federal Government Colleges in Sokoto State. The population of this study is made up of all senior secondary school students in Federal Government Colleges in Sokoto State and their total population is 5,298 while the target population is SSII students and their total population is 1,829. The study sample consisted of SSII students from the three Federal Government Colleges in Sokoto. A stratified sampling was done in choosing the schools, this method was used because the schools were located in three different Local Government Areas of the State. Using Krejcie and Morgan (1970) table of determining sample size in a given population, 234 students' participants were selected. Proportionate random sampling technique was used to select the population sample for each school according to the strength of the population of each school.

Instrumentation

Two instruments were used by the researchers to gather relevant data for the study. They are:

i. Adopted version of Attitude to School and Parental Expectation Scale (ATS & PES) to measure attitude to school and parental expectation.
ii. Researcher Designed Test in Mathematics and English Language for Senior

Secondary School II (SS II) students

The attitude to school and parental expectation scale was designed by Federal Ministry of Education for secondary school students. The instruments consist of forty (40) items. The first twenty deals with the child's attitude to school while the last twenty questions deal with the parental expectations. The whole items were adopted as the research instrument. The respondents were told to provide answer on a five point rating scale. The response symbols are: SA = Strongly Agree; A = Agree; UD = Undecided; D = Disagreed and SD = Strongly Disagreed.

Validity of the Attitude to School and Parental Expectation Scale (ATS & PES).
To validate the instrument, the instrument was given to some experts from various Nigerian Universities in writing the scales' items. These test experts scrutinized seventy five attitudinal tests and selected with modifications only forty questions

for both the ATS and PES. On the basis of the test experts contributions, forty questions were finally selected by the Federal Ministry of Education.

Validity and Reliability of ATS & PES

The reliability of a test or a scale is normally concerned with the internal consistency and how stable within a short period of time. To investigate the aspect of reliability, the test was administered by the Federal Ministry of Education twice over a period of eight weeks, using a randomly selected group of form III students with 380 totals in one of the selected schools. Age X= 14.5 years SD= 9.70 with an interval of eight weeks between the two administrations. The test-retest reliability coefficient on attitude to school was found to be 0.72. At the second administration X= 14.5 years SD= 9.64, the test-retest reliability coefficient was found to be 0.78. The above test-retest reliability of the attitude to school scale considered adequate for an attitudinal testing within an eight weeks period. For the parental expectation scale the first coefficient of reliability was 0.76 while the second score was 0.73 after an eight-week interval. This result was considered adequate.

Researcher Designed Test in Mathematics and English Language

The items for both Mathematics and English test were carefully drawn from the Federal Government colleges' end of term examination questions. The items were selected based on the syllabus of Mathematics and English for SS II students. Both Mathematics and English language teachers who are examiners of WAEC, NECO and NABTEB and as well as teachers of the two subjects were given the test to peruse to ascertain their appropriateness for SSS II. Their independent judgment was considered to determine their face validity. A reliability index of 0.67 for Mathematics and 0.71 for English Language were obtained via Pearson Product Moment Correlation coefficient method.

Method of Data Collection

The instrument was administered to the study sample of two hundred and thirty four (234) students in a class room situation. The data were obtained through the questionnaire administered to the students in the three Federal Government Colleges in Sokoto State. The school counsellors assisted in the administration of the instrument. The completed copies of the questionnaire were collected the same day in each of the schools. The data were analyzed using Pearson Product Moment Correlation statistic and multiple regression analysis.

Data Presentation and Analysis

Null Hypotheses Testing

The analyses of the hypotheses are presented below taking the hypothesis one after the other.

Table 1: **Relationship between attitude to school and academic performance of federal government college's student in Sokoto State (N= 234)**

Variables	N	Mean	Std. Deviation	r-Cal	P-value	Decision
Attitude to School	234	58.28	9.510	.035	.590	Not Significant
Academic Performance	234	17.49	5.834			

From the results of table 1 above it can be seen that the relationship between attitude to school and academic performance has a calculated r-value of 0.035. Thus, the hypothesis is accepted. This indicates that there is no significant relationship between attitude to school and academic performance of federal government college's student in Sokoto state because the p-value is greater than the .05 level of significance. Therefore, the hypothesis which states there is no significant relationship between attitude to school and academic performance of federal government college's student in Sokoto state is retained.

$H0_2$: There is no significant relationship between parental expectations and academic performance of federal government college's student in Sokoto state.

Table 2: **Relationship between parental expectations and academic performance of federal government college's student in Sokoto State (N= 234)**

Variables	N	Mean	Std. Deviation	r-Cal	P-value	Decision
Parental Expectations	234	58.93	12.108	.246	.000	Significant
Academic Performance	234	17.49	5.834			

From the result of table 2 above it can be seen that relationship between parental expectation and academic performance has a higher calculated r-value of 0.246.

Thus, the hypothesis is rejected. This indicates that there is significant relationship between parental expectations and academic performance of federal government college's student in Sokoto state because the p-value is less than the .05 level of significance. Therefore, the hypothesis which states there is no significant relationship between parental expectations and academic performance of federal government college's student in Sokoto State is rejected.

H0₃: There is no significant evidence to prove that Attitude to School and Parental Expectation are predictors of Academic Performance.

Table 3: Multiple Regression analysis showing Attitude to School and Parental Expectation as Predictors of Academic Performance

Variables	R	R^2	Adjusted R^2	SE	F	B	T	P-value
Attitude to School	.078	.006	-.003	5.841	.707	.033	0.51	.611
Parental Expectations	.265	.070	.058	5.662	5.802	.293	3.99	.000

Dependent Variable: Academic Performance

From table 3 it can be seen that a look at the squared part correlations revealed that attitude to school accounted for 0.6% of the variance in academic performance R^2 adj = -.003, F (2, 231) = .707, p > .05. While parental expectation accounted for 0.7% of the variance in academic performance R^2 adj = .058, F (3, 230) = 5.802, p < .05. Thus, the significant results of the procedure indicated that the linear combination of the predictor variables was able to account for significant amount of variance in the dependent variable (academic performance). Although attitude to school is an explanatory variable academic performance, analysis of regression coefficients indicated that parental expectation, β = .293, t = 3.99, p < .05 emerged as the significant predictor when all the variable were in the model. This is an indication that parental expectation is a better predictor of students' academic performance. Therefore, the hypothesis is accepted.

Discussion of Findings

The first finding indicated there is no significant relationship between students' attitude to school and their academic performance in Sokoto State. This finding is in line with Tambawal (2012) who found out that there is no significant relationship between attitude to school and academic performance of senior secondary school students of Sokoto south senatorial district of Sokoto State. Student's positive or negative reaction towards school and school environment is most closely associated with the academic performance of students. This is

because those students whose parents give much priority to school tend to have positive attitude to school and it is believed that in an environment where school activities are encouraged students tend to develop appropriate attitude toward school (Chilota 2008). It is the established emotion that exerts strong influence on students' attitude to school and academic performance. Also, the social environment of student plays an important role on shaping the students attitude to school for academic performance of the students. This is because attitude is always affected by the surrounding in which an individual lives and other people with whom he makes regular contact.

Hypothesis two found that parental expectation is significantly related to academic performance of senior secondary school students in Sokoto State. This finding is in accordance with that of Hao & Bonstead-Burns (1998). They found that adolescents who perceived that their parents had similar expectations as they did tended to perform well academically. This finding underscores the importance of how students perceived their parental expectation and ability to be successful in their educational programmes. Students who perceived their parent to have similar expectation as they did are likely to make efforts to excel in school related activities. Also, students who belief their parental expectation is high are more likely to accomplish task or activity given to them in the school even when they encounter difficulties and ultimately compete it successfully. This finding also buttresses assertion by Trusty, Plata, and Salazar (2003) that parental influence in the form of expectations and involvement significantly affect academic performance of students.

Hypothesis three stated that there is no significant evidence to prove that attitude to school and parental expectation are predictors of academic performance. The finding revealed that although attitude to school were explanatory variables of academic performance, analysis of regression coefficients indicated that parental expectation, $\beta = .293$, $t = 3.99$, $p < .05$ emerged as the significant predictor when all variables were in the model. This indicated that parental expectation is a better predictor of students' academic performance than attitude to school. This is in line with results of some previous researchers such as Trusty, Plata, and Salazar (2003), and Musa (2013) which showed that parental expectation was better predictor of academic performance.

Conclusion

From the findings of this study it can be concluded that attitude to school and parental expectation are considered as important factors in the academic performance of students. However, the study has proved the fact that parental

expectations are better predictors of students' academic performance in the area of study than attitude to school.

Recommendations

In view of the above findings, it is recommended that:-

1.   Teachers and counsellors should try as much as possible to encourage positive attitude to school to their students in order to enhance their quick and smooth academic performance in school and school activities.
2.   The parental expectation to a large extent affect the children's' academic performance as indicated in the research finding. Therefore, the parent should know that they are the key factor in the development of their children and provide them with support at home (e.g., reading with them frequently and taking them to public library) so as to develop their children toward high academic performance.
3.   Parent should be made to provide detailed information about their wishes for their children and should be instructed to supervise their children so that whatever the teacher and counsellor informs their children to do at home is done properly and progress report brought to the counsellor about such behavioural problems.

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