



ILORIN JOURNAL OF EDUCATION

ISSN: 0189-6636

VOLUME 35 FEBRUARY, 2016

PUBLISHED BY THE FACULTY OF EDUCATION,
UNIVERSITY OF ILORIN, ILORIN, NIGERIA

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Table 4: Independent samples t-test of the experimental group I and the control group

	T	df	t-test for Equality of Means		Std. Error Diff.	95% Confidence Interval of the Difference	
			Sig. (2-tailed)	Mean Diff.		Lower	Upper
Pretest Scores	1.860	110	.066	3.047	1.638	-.199	6.293
Posttest Scores	-6.085	110	.000	-8.854	1.455	-11.738	-5.971

Table 4 shows that there was no significance difference in the performance of the students taught and assessed in geometry using laboratory component of teaching and assessment strategies and students not taught and assessed using laboratory component of teaching and assessment strategies in the pretest (t-value = 1.860, p-value = 0.66 and $p > 0.05$). This implies that the students in the groups were academically equivalent before the treatment.

However, the t-test analysis indicates a significant difference in the performance of students taught and assessed in geometry using laboratory component of teaching and assessment strategies and students not taught and assessed using laboratory teaching and assessment strategies in the posttest (t-value = -6.085, p-value = 0.000 and $p < 0.05$). This implies that students in the experimental group I performed better significantly than their counterparts in the control group after the treatment. This implies that the use of laboratory component of teaching and assessment strategies in teaching of Mathematics improved students' academic performance in the subject.

Research Question 2: Do students taught and assessed in geometry using laboratory component of teaching and assessment strategies perform better than students taught but not assessed using laboratory component of teaching and assessment strategies?

Table 5: Mean Gain Scores of Students' Performance in both Experimental Group I and Experimental Group II

Group	Group Statistic	Pretest	Posttest	Mean Gain Scores	Difference
Experimental Group I	N	64	64		
	Mean	35.14	57.31	22.17	
	Std Dev.	8.821	7.551		6.57
Experimental Group II	N	57	57		
	Mean	35.21	50.81	15.60	
	Std Dev.	7.660	6.965		

Table 5 reveals the mean gain scores of students who participated in the Mathematics Performance Test. The mean gain score of the students in the experimental group I (students taught and assessed using laboratory component of teaching and assessment strategies) was 22.17, while the mean gain score of students in experimental group II (students taught with but not assessed with laboratory component of teaching and assessment strategies) was 15.60. The mean gain score of the experimental group I was 6.57 higher than that of experimental group II. To corroborate or refute this, hypothesis 2 was tested and reported in table 6.

HO₂: there is no significant difference in the performance of students' taught and assessed using laboratory teaching and assessment strategies and students taught with but not assessed with laboratory teaching and assessment strategies.

Table 6: Independent samples t-test of the experimental group I and experimental group II

	t-test for Equality of Means					
	t	df	Sig. (2-tailed)	Mean Diff.	Std. Error Diff.	95% Confidence Interval of the Difference Lower Upper
Pretest Scores	-.046	119	.963	-.070	1.511	-3.061 2.921
Posttest Scores	4.906	119	.000	6.505	1.326	3.880 9.131

The results from table 6 indicates that there is no significance difference in the performance of the students' taught and assessed using laboratory component of teaching and assessment strategies and students taught with but not assessed with laboratory component of teaching and assessment strategies in the pretest (t-value = -0.046, p-value = 0.963 and $p > 0.05$). This affirmed the equivalence of the students in the two groups academically prior the treatment. The t-test analysis however shows a significant difference in the performance of students' taught and assessed using laboratory component of teaching and assessment strategies and students taught with but not assessed with laboratory component of teaching and assessment strategies in the posttest (t-value = -6.085, p-value = 0.000 and $p < 0.05$) in favour of the students' taught and assessed using laboratory component of teaching and assessment strategies. This implies that students' taught and assessed using laboratory component of teaching and assessment strategies significantly performed better than their counterparts who were taught with but not assessed with laboratory component of teaching and assessment strategies. This again affirms the potency of the use of laboratory component of teaching

and assessment strategies in teaching of Mathematics as it improved students' academic performance in the subject.

Research Question 3: What will be the difference in the performance of students taught and assessed in geometry using laboratory component teaching and assessment strategies on the basis of gender?

Table 7: Mean Gain Scores of Performance of male and female students taught and assessed using laboratory teaching and assessment strategies

Group	Group Statistic	Pretest	Posttest	Mean Gain Scores	Difference
Male	N	34	34		
	Mean	35.76	57.76	22.00	
	Std Dev.	8.763	7.636		
Female	N	30	30		0.37
	Mean	34.43	56.80	22.37	
	Std Dev.	8.982	7.549		

Table 7 shows the mean gain scores of male and female students taught and assessed using laboratory component of teaching and assessment strategies. The mean gain score of male students taught and assessed using laboratory component of teaching and assessment strategies in mathematics was 22.00, while the mean gain score of female students taught and assessed using laboratory teaching and assessment strategies in mathematics was 22.37. The mean gain score of male students was 0.37 lower than that of female students. Further analysis to test whether the difference in the means was statistically significant is as shown in table 8 based on hypothesis 3 tested.

HO₃: there is no significant difference in the students' performance on the basis of gender when taught and assessed using laboratory teaching and assessment strategies.

Table 8: Independent samples t-test of the experimental group I based on gender

	t-test for Equality of Means					
	t	df	Sig. (2-tailed)	Mean Diff.	Std. Error Diff.	95% Confidence Interval of the Difference Lower Upper
Pretest Scores	.599	62	.551	1.331	2.221	-3.108 5.771
Posttest Scores	.507	62	.614	.965	1.903	-2.839 4.768

The t-test analysis shown in table 8 reveals that there was no significant difference in the performance of male and female students taught and assessed using laboratory component of teaching and assessment strategy in the pretest (t-value = 0.599, p-value = 0.551 and $p > 0.05$). This implies that the male and female students taught and assessed using laboratory component of teaching and assessment strategy have similar academic background. Similarly, based on the t-test analysis of the posttest scores, male and female students' taught and assessed using laboratory component of teaching and assessment strategy, there was also no significant difference in the performance of male and female students taught and assessed using laboratory component of teaching and assessment strategies (t-value = 0.507, p-value = 0.614 and $p > 0.05$). This implies that male and female students taught and assessed using laboratory component of teaching and assessment strategies significantly performed equivalently in the posttest even after the treatment.

Discussion of Result

This study was conducted to investigate the potency of mathematics laboratory component of teaching and assessment on students' performance in geometry. In the study the two experimental group which were exposed to mathematics laboratory components of teaching statistically performed better than the control group in their mean gained scores (group 1 gained 22.7, group 2 gained 15.60 and control group gained 10.27), experimental group 1 mean gained score was higher as a result of been assessed with mathematics laboratory component which the other two groups were not assessed with in geometry

Conclusions

On the basis of the findings emanating from this study, it is important to note that the potency of laboratory component of teaching and assessment strategy as it relates to students' academic performance in mathematics is established. It was evident that both male and female students benefitted equally when exposed to the treatment. Thus, it

could be concluded that, of all commonly used strategies of learning, teaching and assessment of mathematics using laboratory component is impactful and if utilized, could serve as an effective approach to achieving desired learning outcomes and improved students' ability to construct and develop logical arguments with clear identification of assumptions and products. This position corroborate the findings of Chaugale (2008) who discovered that using mathematics laboratory strategy enhances students performance in geometry and Akanmu and Fajemidagba (2014) were the researchers, respectively, advocated the adoption of mathematics laboratory an alternative method of instruction and, use of graphical materials is capable of promoting mathematical understanding and sustaining learners' interest in anticipation that students will apply whatever they have learnt in practical term

Recommendations

Having arrived at these conclusions, the following recommendations are made:

- (i) The use of laboratory component of teaching and assessment strategy should be encouraged in the teaching and assessment of mathematics. This may allow greater engagement of the students and remove fear leading to better academic performance.
- (ii) There is the need to treat the students irrespective of their gender in the same way in an attempt to sustain equal level of motivation, interest and positive attitude towards mathematics. This recommendation is in line with the finding of this study which confirmed that male and female students significantly performed equivalently given the treatment.
- (iii) Mathematics teachers are advised to have a blend of the teaching and assessment strategy. This is important because, each of the commonly used strategy has its own strength and usefulness just as the potency of laboratory strategy have revealed

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**SELF-CONCEPT AND PARENTS' SOCIO-ECONOMIC STATUS AS
CORRELATES OF ACADEMIC ACHIEVEMENT OF SENIOR
SECONDARY SCHOOLS HISTORY STUDENTS IN KWARA STATE**

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Abstract

There have been declines in enrolment and performance of students in History at West African Examination Council (WAEC). These declines in enrolments and performances have generated a great deal of concern among stakeholders in Nigeria. Many studies on academic achievement focus on other subject areas and psycho-socio factors. Only very few of the studies have focused on History, in view of this, the study investigated specifically self-concept and socio-economic status as correlates of academic achievement of students in senior secondary school History in Kwara State. The expo-facto research design was adopted for the study. Cluster sampling technique was used to divide the state along the existing senatorial districts. Three LGAs from each of the three senatorial districts were selected. Five schools were randomly selected from each of the three LGAs. In each of the schools, ten students were selected as respondents using simple random sampling technique. A total of one hundred and fifty questionnaires were administered on the respondents. Two research questions were answered. The Pearson Correlation coefficient was used to analyse the data collected. The findings of the study revealed that the self-concept and socio-economic status of parents determine academic achievement in History. The study concluded that students' self-concept and socio-economic status of parents investigated in the study are predictable of students' academic achievement in History in Kwara State. The study recommended that home and school should always see one another as partners in progress for education of their students among others.

Keywords: *Self-concept, socio-economic status, academic achievement, learning outcome of students.*

Introduction

The inclusion of history in the Nigerian secondary school curriculum was done out of its usefulness to the learners and the society. History more than any other subject in the secondary school curriculum provides the inspiration for human existence. It is of utmost importance that the society has to know itself and understand its relationship with the past as well as with other societies and cultures. This argument establishes a

fundamental justification for history. It is a subject that aims at meeting the basic needs of the people living in the society.

Thinking about the past must be our concern now and in the future. Without a sense of history, our personal lives would be poorer and our ability to relate to contemporary world will not be adequate, (Osokoya, 2010). Hence, history enables the society (and individuals within the society) to take its bearings, to place itself in relation to its own past, and in relation to other societies, so as to establish a sense of identity. There is, therefore, the need for students in schools to be given some understanding of the present world in which they live. The inclusion of current affairs or social studies in the curriculum cannot in themselves provide adequate foundation for a full understanding of the present. There should be an historical perspective into the origin of contemporary situations in order to arrive at genuine understanding.

History as a subject promotes international understanding and relates the knowledge of historical developments in one's country to the knowledge of events in other countries. This will enable the students understand the differences and similarities in the political, social and economic developments in the various nations of the world.

There is economic and cultural independence in the world over. No nation is self-sufficient and unaffected by the developments in other parts of the world. Even in the realm of intellectual development, ideas are now shared easily than in the past, especially with the growing impact of radio and television on the society (Osokoya, 2006).

It is only by making contact with other civilizations that one can become aware that the principles upon which one's own is founded are peculiar and unique. The knowledge of history therefore brings students and adults in contact with the thoughts of men of the past who differ from present people not in being uncivilized but in being differently civilized. No doubt human society needs history and the sophisticated societies of our time in particular need a lot of history, in that we are all constantly calling up history and making historical judgments as daily routines, (Osokoya, 2010).

However in spite of individual and corporate gains derived from the teaching and learning of this traditional subject at the secondary level, it has become increasingly unpopular among the Nigerian students. The new national policy on education which came into effect in 1977 and revised thrice thereafter (1981, 1998 and 2004) removed history teaching from curriculum of junior secondary schools and replaced it with Social Studies. This of course led to the unpopularity of the subject at the senior secondary school level (Osokoya, 2000). In a national survey among students offering art subjects at Senior Secondary School level, (Osokoya, 2000) and (Osokoya, 2006) established that students run away from the subject because its content is too voluminous and thus difficult to pass. The resultant effect of its unpopularity is that many of the Nigerian secondary school students preferred other social science subjects such as Government, Economic and Geography than the study of History.

Table 1: Ten Years Comparative Analysis of Students Performance at WAEC May/June in History Government, Economic and Geography.

YEAR	HIS CREDIT 1-6 %	HIS PASS 7-8 %	FAIL %	GOVT. CREDIT 1-6 %	GOVT. PASS 7-8 %	FAIL %	ECO CREDIT 1-6 %	ECO PASS 7-8 %	FAIL %	GEO CREDIT 1-6 %	GEO PASS 7-8 %	FAIL %
2002	15091 27.75	13651 25.10	25623 47.13	340200 61.59	112826 20.43	56263 17.97	193291 22.25	394693 45.44	280548 32.30	102272 21.50	164209 34.52	209168 43.97
2003	15091 27.75	9777 18.69	35353 48.56	113568 22.82	189907 38.17	188226 37.83	380795 42.98	312302 35.25	183276 20.69	487515 92.47	113668 22.82	89.907 38.17
2004	18812 41.89	9431 21.00	19600 37.10	90044 19.68	146551 31.81	221928 48.56	303706 30.22	367427 36.65	183370 23.07	319978 64.31	91993 18.72	83359 16.96
2005	17184 29.07	14484 25.28	24880 43.05	389821 60.88	101329 16.42	130184 20.40	365242 36.24	418044 41.26	208654 20.20	154181 28.62	144879 25.32	25332 44.17
2006	17445 31.030	14582 26.17	22980 41.28	473281 67.81	114522 16.44	94885 15.44	24296 22.30	357539 32.82	171145 15.71	291132 45.84	143664 22.62	189040 29.29
2007	21350 37.10	12168 21.14	23044 40.04	489127 64.31	138636 18.23	176829 15.37	461903 39.03	421744 35.64	270918 22.89	218648 31.46	197786 28.46	261237 37.60
2008	18628 27.97	13012 23.29	26398 4.73	465317 58.98	149544 18.95	180736 20.4	592539 45.23	392579 32.59	201588 16.74	237158 34.42	202715 29.42	240615 34.92
2009	15692 28.47	12181 22.10	25584 45.43	501503 80.48	141653 17.68	107282 12.94	577345 45.44	383875 30.21	157925 12.43	309539 41.12	187109 25.02	209994 28.68
2010	16403 34.55	12569 26.45	16240 34.18	517618 66.92	136859 17.69	97366 12.59	681949 56.26	342949 27.92	164377 13.38	368833 60.01	180669 21.70	185392 25.14
2011	18782 35.13	13800 25.81	20483 38.31	609045 68.10	168388 18.83	114375 12.79	841258 24.96	396311 28.24	165864 12.02	487304 56.46	187204 21.89	178901 29.73
2012	22298 38.24	16170 27.73	18174 31.16	629717 84.58	167679 17.22	158414 15.94	864273 56.09	408468 25.57	232321 15.08	960369 58.47	188519 19.87	187485 19.66

Sources: WAEC Research and Statistics Ilorin Branch.

A critical examination of table 1 reveals that 41.89 was the highest performance in history for students with credit (1-6) grade in the year 2004. This was closely followed by 38.24 in 2012. On the other hand, 48.56% of the students who took history were recorded to have failed in the year 2003. This was closely followed by 47.3% failed in the subject in the year 2008.

68.10% was the highest performance in government for students with credit (1-6) grade in the year 2011. This was closely followed by 67.81% in 2006. On the other hand 48.50% of the students who took government failed in the year 2004. This was closely followed by 37.83% failed in the subject in the year 2003.

56.26% was the highest performance in economics for students with credit (1-6) grade in the year 2010. This was also followed by 56.09% in 2012. On the other hand 32.30% of the students who took economics were recorded to have failed in the year 2002. This was followed by 23.07% in the year 2004.

92.47 was the highest in performance in the year 2003 in geography. This was followed by 64.31 in 2004. However, 44.17 of the students who took geography were recorded to have failed in the year 2005. This was closely followed by 43.94 who failed in the subject in the year 2002.

Psycho-social variables such as self-concept, locus of control, students' attitude and socio-economic status of parents play an important role not only in the academic achievement of pupils but, also in their affective learning outcome. Studies like those of Odinko and Adeyemo (1999), Onocha (1985), Osokoya (2006), have supported the fact that psycho-social variables come into play in predicting students' academic performance. In essence, teachers concentrate on what and how to teach them they often neglect who to teach Osokoya (2000) and Osokoya, (2006) observed in his studies that how a student feels (self-concept) as far as history learning is concerned could significantly predict their attitudes toward the subject. However, many studies on academic achievement focused on other subject areas and psycho-social factors. Only few of the studies have focused on History. Therefore, this study investigated specifically self-concept and socio-economic status of parents as determinants of academic achievement of students in senior secondary school History in Kwara state.

Self-concept is defined as one's perception or self-knowledge of oneself. It is also known as self-esteem, social self, self-construction, self-identity, or self-perceptive. This is a collection of beliefs about oneself that includes element such as academic performance, (Osokoya, 2000). The self-concept includes past, present and future selves. Future or possible selves represent individuals' ideas of what they might become, what they would like to become or what they are afraid of becoming. These different selves correspond to one's hopes, fears, standards, goals, and threats for their present selves. Possible selves may function as incentives for future behavior and also provide an evaluative and interpretation context for the current view of self, (Osokoya, 2000).

The importance of self-concept stems from its notable contribution to personality formulation. Self-esteem has to do with social competence, since it influences how a person feels, how he or she thinks, learns, values, himself or herself relates to other and ultimately, how he or she behaves (Fawole, 2006). However, academic self-concept refers to the personal beliefs someone develops about his/her academic achievement (Osokoya 2000 and Elugbemi, 2001). They further stated that, a person's academic self-concept develops and evolves as he ages. They suggested that academic self-concept begins developing in early childhood, from age 3 to 5, due to parental and educators' influences. While other researches contend that academic self-concept does not develop until age 7 or 8 when children begin evaluating their own academic abilities based on the feedback they receive from parents, teachers and their peers. (Elugbemi, 2001).

Osonwa, Adejobi and Iyam (2013) observed that the falling academics standard and the influencing factors include the economic status of the parent. Owing to the present economic situation in the country, many poor parents are forced by circumstance to saddle the young ones with chores like hawking wares, clearing the house and doing other menial jobs around the house before going to school and after school hours. Domestic chores like these no doubt help to train the children and make them realize that they can and should contribute their own quota to the general up keep of the family.

However, when parents and guardians burden their children with work excessively, leaving little or no study time for the children, their school work is bound to suffer (Saliu, 2007).

Saliu, (2014) lamented that street hawking among young school students have psychologically imposed other problems like sex networking behavior, juvenile delinquent behaviour, which take much of the student school time that necessitated the poor academic performance and drop out syndrome noticed among young school students. Nevertheless, they also lamented that the maternal and paternal deprivation of the essential needs of the young students have prompted their poor performance in public examination, such as Junior Secondary School Certificate (JSSC), West African Examination Council (WAEC) and National Examination Council (NECO).

School sector (public or private) and class size are two important structural components of schools which the economic status of parent would determine the one they could afford, (Osonwa, Adejobi and Iyam, 2013). Private schools tend to have both better funding and smaller class sizes than public schools. The additional funding of private schools lead to better academic performance and more access to resources such as computer which have shown to enhance academic achievement, (Fawole, 2006). In essence, student from low economic status who attends poorly established schools do not perform well as students from higher economic status.

Previous studies in the same field have established that other factors in spite of socio-economic status (SES) can boost academic successes among students, (Osonwa, Adejobi and Iyam, 2013). Studies which examined African-American parents recorded that parents who maintained positive views about the value of education and who hold high academic expectations have children who often experience higher levels of academic achievement (Osokoya, 2005 and Saliu, 2014).

Children and families living in poverty are at greater risk of hunger, homelessness, sickness, physical and mental disabilities, violence, family stress and educational failure. These environmental factors are contributors to children that live on poverty being four times more likely to have learning disabilities than non- poverty students, Osonwa, Adejobi and Iyam (2013). They suggest that the problem starts with parents and their lack of education and understanding of the needs of children.

Statement of the Problem

Records by examination body/WAEC (2013) revealed that enrolments and performances of secondary school students in History have declined over the years. These decline in enrolments and performances have generated a great deal of concern among stakeholders in educational sub-sector in Nigeria. Research works of Osokoya 2000 and Elugbemi (2001) have attempted to identify political and educational background as factors responsible for the decline of students' enrolments and performances in secondary school History. Yet, the problems still persist in Kwara State. This study therefore, investigated the extent to which Self-concept and socio-

economic status of parents determine academic achievement of students in senior secondary school History in Kwara state.

Research Questions

Based on the stated problems, this study provided answers to the following questions:

1. What is the relationship between self-concept and academic achievement of students in History?
2. What is the relationship between socio - economic status of parents and academic achievement of student in History?

Significance of the Study

This study attempted to provide useful information about the relationship among self-concept, socio-economic status of parents and academic achievement in History. The findings of this study may also be helpful or useful to the teachers as they may have good knowledge of the challenges posed by the variables and proffer solution to improve students' achievement in History challenges.

The result of this study may be useful to parents because it affords them opportunity to know that psychological and sociological wellbeing of their children enhance their academic achievement. Most importantly, it may also serve as basis for further studies.

Scope of the Study

This study was geared towards using the self -concept and socio-economic status of parents as correlates of academic achievement of Senior Secondary School Students in History in Kwara State. The sample size was one hundred and fifty.

Research Design

The research design used in this study was Ex-post facto research design. The design is ex-post facto because researcher has no control over certain variables tested.

Population, Sample and Sampling Technique

The population of this study consisted of all Senior Secondary School students in History in Kwara State. The Kwara State was divided into three areas based on geographical proximity. This study adopted the cluster sampling technique to ensure true representation of the entire state. The state was divided in line with the three senatorial districts namely: Kwara North, Kwara Central and Kwara South. Out of the existing sixteen Local Government Areas (LGAs), three LGAs were chosen. Each of the LGAs represent the three senatorial districts, Ilorin West Local Government Area for the Kwara Central, Edu LGA for the Kwara North while Ifelodun LGA for the Kwara South. Five senior secondary schools were randomly selected from each of the three local government areas. In each of the schools, ten students were selected as respondents

using simple random sampling technique. The total number of respondents used for the study is one hundred and Fifty. Fifty respondents were selected from senior secondary schools in each of the Local Government Areas of Kwara State, that is 10 respondents from each of the five Senior Secondary Schools in Edu Local Government Area, 10 respondents from each of the five Senior Secondary Schools in Ifelodun Local Government Area and 10 respondents from each of the five senior secondary schools in Ilorin West Local Government Area. The respondents were both boys and girls in the chosen senior secondary schools.

Research Instrument

Three instruments were used for data collection in this study. These are:

- (i) Self-concept scale (SCS)
- (ii) Socio-economic status scales (SESC)
- (iii) History Achievement Test (HAT)

Each of these instruments are both adapted from already used by previous researchers and designed by the researcher himself.

Self-Concept Scale (SCS)

This instrument was adapted little adjustment from the work of earlier researchers. The instrument consisted of ten (10) questionnaire items rated on a four-point likert scale type with the options of Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, Strongly Disagreed (SD) = 1.

This instrument was used to determine the student confidence, class activity, reading habit, assimilation and sense of belonging how much the student enjoy examination, History, reading, answer question when asked, expression of himself or herself in the class. The data obtained were correlated using Person Product Moment Correlation Statistics to determine reliability scale (SCS) $r = 0.76$. Content and construct validity of this instrument was achieved through the constructive criticism by some experts in the field of evaluation. Based on their comments, some of the items were removed while some were reconstructed before administering it on the field. Reliability of the instrument was achieved by administering each of the scale to a group of 40 students in Ilorin West having the same characteristics with the intended group. The instruments were applied to the group twice with time interval of 4 weeks between the two administrations. The data obtained were correlated using Pearson Product Moment Correlation Statistics to reveal the following reliability co-efficient for the four scales.

Socio-Economic Status Scale

This instrument was adapted to suit the purpose this research. The instrument consisted of fourteen (14) items with the multiple options (a to d). The instrument was used to determine how much the resources of parent, work of the parents, the qualifications of parents, the asset, parents pay as school fees, instructional learning material of the students among

others. The data obtained were correlated using person product moment correlation statistics to reveal reliability co-efficient for the socio-economic status scale (SESS) $r = 0.81$. Content and construct validity of this instrument was achieved through the constructive criticism by some experts in the field of evaluation. Based on their comments, some of the items were removed while some were reconstructed before administering it on the field. Reliability of the instrument was achieved by administering each of the scale to a group of 40 students in Ilorin West having the same characteristics with the intended group. The instruments were applied to the group twice with time interval of 4 weeks between the two administrations. The data obtained were correlated using Pearson Product Moment Correlation Statistics to reveal the following reliability co-efficient for the four scales.

History Achievement Test (HAT)

This instrument was titled History Achievement Test was selected from WAEC (May/June 2001) objective questions. It consists of twenty multiple choice items with four options in which students were expected to select the correct answer. The instrument covers Nigerian, West, South and East African History from 18th century up to date. The data obtained were correlated using Pearson Product Moment Correlation (PPMC) Statistics to determine the reliability of the instrument (HAT) $r = 0.73$. Content and construct validity of this instrument was achieved through the constructive criticism by some experts in the field of evaluation. Based on their comments, some of the items were removed while some were reconstructed before administering it on the field. Reliability of the instrument was achieved by administering each of the scale to a group of 40 students in Ilorin West having the same characteristics with the intended group. The instruments were applied to the group twice with time interval of 4 weeks between the two administrations. The data obtained were correlated using Pearson Product Moment Correlation Statistics to reveal the following reliability co-efficient for the four scales.

Research Hypotheses

- H₀₁: There is no significant correlation between students' self – concept and academic achievement in History in Senior Secondary Schools in Kwara State.
- H₀₂: There is no significant correlation between parents' socio-economic status and academic achievement of students in History in Kwara State.

Procedure for Data Collection

Permission was taken from different schools' principals who in turn solicited the cooperation of the teachers. Class teachers were briefed on the administration of the questionnaires.

The questionnaires on self-concept and socio-economic status of the parents scale. Questionnaires were all administered on students, the same day in the Ilorin West Local Government Area. The following day, Ifelodun Local Government Area was also covered. Then the third day Edu Local Government Area questionnaires were administered.