

**INFLUENCE OF PARENT AND STUDENT PSYCHO – SOCIAL FACTORS ON
LEARNING OUTCOMES IN ECONOMICS AMONG SENIOR SECONDARY
SCHOOL STUDENTS IN ENUGU STATE, NIGERIA**

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ABSTRACT

The level of performance of students in economics has become a source of major concern in Nigeria particularly the fluctuating results of Enugu State as released by examining bodies over the years. This had been attributed partly to parent and student psycho-social factors. Experts have evolved several measures to improve students' performances which have not yielded appreciable outcome. However, these several measures did not include considerations for parent and student psycho-social factors. This study therefore, examined the influence of parent support, socio-economic status and expectation and student psycho-social factors (students' perception of their parents' support, self-efficacy and self-regulation) on student attitude and achievement in economics.

The study adopted the survey research design. The multi-stage sampling technique was used to select 1,350 students and their parents from 45 proportionately selected secondary schools in the seventeen Local Government Areas of Enugu State. Six validated instruments were used: Parents' Questionnaire ($r = 0.71$), Students' Perception of their Parents' Support Scale ($r = 0.65$); Economics Achievement Test ($r = 0.69$); Students' Self-Regulation Scale ($r = 0.74$); Students' Self-Efficacy Scale ($r = 0.74$) and Students' Attitude towards Economics ($r = 0.82$). Data were analysed using multiple regression and t-test at 0.05 level of significance.

There was a significant relationship between students' perception of their parents' support and academic achievement ($r = .068$), and self-efficacy and academic achievement ($r = .059$). However, the relationship between students' self-regulation and academic achievement was not significant. The parent and student psycho-social factors accounted for 2.9% of the variance observed in the students' achievement in economics, while parent factors, when taken together, accounted for approximately 2% of the variance. Specifically, parents' socio-economic status ($\beta = .145$, $t = 5.340$) and students' perception of their parents' support ($\beta = -.103$, $t = -3.414$) were better than self-efficacy, self-regulation and parent expectation in predicting students' achievement. Parent's socio-economic status emerged as the best predictor of academic performance. The students' variables accounted for 8.6% of the variance observed in the students' attitude. Self-efficacy ($\beta = .205$, $t = 3.787$), self-regulation ($\beta = .100$, $t = 3.025$) and parent socio-economic status ($\beta = .100$, $t = 3.787$) had significant prediction on students' attitude.

Parent support and socio-economic status contributed positively to student achievement in, and attitude towards economics. Therefore, parents should participate actively in monitoring the school activities of their children while students should be encouraged to be self-regulated as well as be able to monitor their progress. Besides, they should also be encouraged to believe in their capabilities to organise and execute their courses of action.

Key words: Self-regulation, Self-efficacy, Achievement in economics, Parent support, Senior Secondary school students in Enugu State

Word count: 423

CERTIFICATION

This is to certify that this work was carried out by Jonathan Allwell Ibeagha in the International Centre for Educational Evaluation (ICEE), Institute of Education, University of Ibadan, Nigeria

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DEDICATION

I dedicate this thesis to the soul of my departed mother, Ezinne Caroline Ibeagha

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I am eternally grateful to the Almighty God who has made it possible and given me the grace to complete this thesis. This, He did through His divine provisions and leadership. He is the mighty God that I serve.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is the best legacy a country can give to her citizens. It has also been generally accepted as a major instrument for promoting socio-economic, political and cultural developments in the world. Muhammed and Akande, (2008) in stressing the importance of education, state that Education is a human right that should be accorded to all human beings solely by reason of being human. Obemeata (1995), states that education is the only means by which individuals can acquire specialized knowledge and skills as prerequisites for economic development. Coleman (1992), had earlier expressed his view that education improves the development of any society and the youths who occupy significant positions in any country. He further states that the youth should be properly educated so that they can use the knowledge acquired from the school to help improve the society. Therefore, schools at various levels, are expected to educate future leaders and develop the high level technical capacities needed for economic growth and development (Muhammed & Akande, 2008).

The utmost importance attached to education in Nigeria was clearly underscored in the National Policy on Education (2004). The Federal Government of Nigeria, in the policy, adopted education as an instrument “par excellence” for effecting national development. Despite the government’s commitment to education, the quality of education in our schools has declined tremendously, thereby giving successive governments serious concern. The indicator of this poor quality of education is quite visible in woeful performance in Senior Secondary School Certificate Examination (SSCE) and Unified Tertiary Matriculation Examination (UTME) in most subjects. The poor performance in the Senior Secondary School Examinations has been blamed on the students’ inability to face their studies squarely as well as parents’ inability to offer adequate financial and emotional support for their children. Unfortunately, Economics is one of such secondary school subjects that has been plagued with poor performances.

Economics is an important subject in the school curriculum as it is considered a body of knowledge that is useful to the nation. It is also a fundamental subject which acts as a basic

necessity for understanding developmental process, not only at the individual level but at the national level. According to Harper (2001), Economics is a Social Science that studies the production, distribution and consumption of goods and services. Knowledge of Economics is essential to every individual not only because of its application in everyday life or for being effective in the society, but also for active participation in developmental processes in the economy.

It is believed that knowledge of Economics and competence are essential for preparation of an educated member of the society and for the production of highly skilled personnel required by industry, technology and economic developments. Economics also aims at explaining how economies work and how economic agents interact. Economic analysis is applied throughout society in business, finance and government (Frendman, 2002), also in education, family, health, law, politics and religion (Lannaccone, 1998; The World Bank, 2007) and in social institutions and science (Authur, 2008; Nordhaus, 2002).

Economics comprises a large distinctive body of knowledge and concepts, that is, it develops the knowledge and skill which promote an understanding of the economic dimensions in life and of the economic forces which have a major impact on pupils' lives. It helps them to make more informed political, social and personal decisions. Economics also provides an important building block for anyone seeking a systematic and disciplined approach to business. It is important to note that the study of economics serves useful purposes in the building of economically and politically buoyant society. Economic provides nations with facts and shows nations what may be expected to be the outcome of certain course of actions. It helps countries to decide which of several alternatives to choose, and to choose wisely those choices that will satisfy their needs in the presence of unlimited wants and limited resources.

In emphasizing the importance of Economics to nation building, The World Bank (2007), stated that it is a necessity for both leaders and citizens to understand basic economic concepts and principles well enough to enable them understand, appreciate and seek to improve the economic development. Hence, the position of Economics in secondary school curriculum has been strengthened and accepted because of its civic values (Obemeata, 1991). If Economics is

such an integral part of people's lives and an understanding of Economics being critical in helping people comprehend the modern world, then Economics must be a concern of the government in school policy formulations.

James (1986), in advocating for Economics education stated that today's students will be confronted with economic issues that require decision, the consequences of which will impact on their lives and the lives of others. In the ordinary business of life, he says, they will make decisions about what to buy, how much of their income they should spend, and how much to save and what careers to pursue. Students who are not articulate and well-informed about Economic principles and who lack the ability to apply Economic reasoning skills would find the economic issues they face both as young children and as adults, complex and confusing. Their decisions will be made based on incorrect assumptions, misunderstanding and misconceptions that could have been corrected during their school experiences (James, 1986).

It follows also, that secondary school learners who cannot appreciate such topics as the elements and determinants of national income, the structure and activities of labour unions, the working and the influence of financial institutions have not been adequately prepared for life in modern society. Some knowledge of economic system and how the system works are an essential part of anyone's education in order to acquire some understanding (Adu, 2004). As one of the foundational subjects which acts as basic necessity for understanding developmental processes, Economics was introduced into the school system as a school subject in Nigeria in 1967. Before this time, Economics was taken by private candidates in General Certificate in Education at both Ordinary and Advance levels. Since it was recognized that economic problems were at the heart of modern society, and that it was desirable for every Nigerian citizen to know some Economics, it became necessary to include Economics among subjects at the secondary school level. The syllabus at that time was purely descriptive and very brief to the point needed to make many students appreciate the subject. During the years 1974 to 1983, Obemeata (1985) observed that the performance of candidates who offered Economics in the West African School Certificate Examination was very encouraging. This has led to an increase in the number of schools that teach the subject, and thus witnessed a phenomenal increase of candidates that offered the subject at West African

School Certificate Examination. However, it was observed that with the implementation of the National Policy on Education and the introduction of the 6-3-3-4 system of education, the curriculum content of Economics as a secondary school subject was enlarged. This enlargement of the curriculum content of Economics may also have contributed to the poor performance of students in Economics (Obemeata, 1992).

With the poor performances of students, Economics is perceived to be a difficult subject for secondary school students. Unfortunately, Economics teachers find it difficult to eliminate bias and subjectivity while teaching the student. They try to influence the decision of the students to suit their personal interest, and this is common when teachers are teaching topics such as consumer behaviour, division of labour, and inflation. It leads to value judgment which does not allow the students to distinguish between facts and opinions. This situation results in further decline in the performance of candidate in the Senior Secondary Certificate Examinations (Obemeata, 1985).

The general poor performances in Economics in secondary schools are evident in the West African Examination Council (WAEC) results of students in Economics for the period of 1996-2009.

Table 1: West African Examinations Council (May- June 1996-2009) Senior Certificate Examination Results in Economics.

YEAR	NUMBER Enrolled	CREDIT 1 - 6		PASS p7 & p8		FAIL f9	
		No	%	NO	%	No	%
1996	484,508	94,740	19.5	145,160	30.0	224,608	50.5
1997	582,926	81,897	14.1	161,175	27.7	339,854	58.3
1998	651,426	143,900	22.1	202,463	31.1	305,063	46.8
1999	724,935	157,020	21.66	351,081	48.43	216,828	29.91
2000	607,630	214,864	35.36	210,285	34.60	182,481	30.04
2001	981,928	276,632	28.17	372,978	37.98	332,318	33.85
2002	868,532	193,291	22.25	394,693	45.44	280,548	32.3
2003	908,672	203,129	22.35	403,920	44.45	301,123	33.19
2004	1,076,540	287,246	26.68	468,210	43.49	321,084	29.82
2005	1,028,155	365,242	36.24	416,044	41.28	206,654	20.20
2006	1,058,135	359,766	34.00	423,254	40.00	275,115	25.00
2007	1,093,456	382,710	35.00	415,513	38.00	295,233	27.00
2008	1,230,131	592,939	49.22	392,579	32.59	201,588	16.73
2009	1,325,678	623,069	47.00	397,703	30.00	304,905	23.00

Source: WAEC PUBLIC RELATION OFFICE, LAGOS.

From Table 1, the overall results between 1996 and 2009 show that the number of candidates that entered for Economics continued to increase. For example, the total enrolment increased from 484, 508 in 1996 to 1,076,540 in 2004, whereas when we consider the performance at credit level, 14.1% was recorded in 1997 and 26.68% was recorded in 2004. Even though performances improved thereafter to 49.22% in 2008, generally, the table shows fluctuating performances in Economics at the Secondary School Certificate Examination. Again, taking a critical look at the table, it shows that though there is a minimal improvement on the credit passes between 2005 of 36.2% and 49.2% in 2008, there is no single year that the credit pass was up to 50%.

Dislike, fear and, to a large extent, negative attitude towards Economics prevent its effective learning at the secondary school level, which result in the general poor performance in

Economics in public examination today. The Curriculum experts were of the opinion that the introduction of Mathematics to learning of economics poses a big problem for students in Senior Secondary School classes. These problems are derived from general difficulty with Mathematics itself. In secondary schools, students' attitude towards Mathematics is negative in relation to other subjects on the curriculum. Mathematics is feared by almost all students as the most difficult and is perceived to be meant for the gifted few. This attitude exhibited by students extends to Economics (Adu, 2004).

Several attempts have been made by some researchers to identify factors associated with students' academic performance in Economics. Some of the factors identified are low socio-economic status of the family, students' attitude, poor family structure, poor study habit, intellectual ability, parents' education, parents' income, parents' occupation; individual's intelligence, knowledge and ability; (Ajila & Olutola, 2000; Grissmer, 2003; Musgrave, 2000; Neil & Keddie, 2001; Teese, 2004; Sharma, 2004). Ajila and Olutola (2000) categorized problems related to students' poor performance as their environment, (availability of suitable learning environment, adequacy of educational infrastructure) , problems caused by parents and the society at large.

The home background variables have a great influence on the students' psychological, emotional, social and economic states. In the view of Ajila and Olutola (2000), the state of the home affects the individual since the parents are the first socializing agents in an individual's life. This means the family background and context of a child affect his reaction to life situations and his level of performance. It would be concluded, therefore, that the environment in which the student comes from can greatly influence his performance in school and that the family lays the psychological and moral foundations in the overall development of the child. This means that when family variables are adequately provided, the students are in the best frame of mind to perform to their best.

Apart from home background variables, student psycho-social variables have also been studied. These psycho-social variables are student self-efficacy and self-regulation. The variables are believed to account for significant growth or decline in academic performance.

The student variables are external to any academic area, and are more of the psychological rather than the cognitive. There is a relationship among self-efficacy, self-regulation and academic performance. This relationship is at the core of the self-esteem movement and has been central to the promotion of child-centred instruction. The core of this approach is the supposition that positive self-efficacy or positive self-regulation of competence affects academic performance positively (Valentine, Dubois & Cooper, 2004). The implications of this belief have been enormous for modern education.

Positive self-efficacy and self-regulation are desirable variables in any educational setting and are frequently posited as facilitating the attainment of other desired outcomes such as academic achievement, and influencing the learning approach of students. In turn, the learning strategies that result in successful learning would be expected to influence students' academic self-efficacy and self-regulation positively. So too, students' quality of school life is influenced by their perceived success in learning and the extent to which school experiences contribute to helping them feel good about themselves as learners.

Recent research on academic self-efficacy and self-regulation have shown to be important educational outcomes in themselves and also important factors that contribute to other valued educational outcomes (Marsh, 1993). At various levels of analysis and in various domains, positive self-efficacy and self-regulation have been shown to be moderately correlated with positive outcomes.

Self-efficacy refers to an individual's belief that he/she is capable of successfully performing a task. The higher an individual's self-efficacy, the more confident he is in his ability to succeed in a task. Students with low self-efficacy are more likely to lessen their effort or give up altogether, while those with high self-efficacy will try harder to master challenges (Alarape & Afolabi, 2001). A sense of low efficacy contributes to anxiety, perceived vulnerability and negative thinking. Self-efficacy beliefs influence task (Alarape & Afolabi, 2001) and the choice students make and the course of action they pursue (Pajares, 2003; Schunk & Pajares 2001). Most students engage in tasks in which they feel competent and confident, and avoid those in which they do not (Alarape & Afolabi, 2001). Efficacy beliefs also influence the

amount of stress and anxiety individuals experience as they engage in task and the level of accomplishment they realize. Higher self-efficacy helps create feelings of serenity in approaching difficult tasks and activities. Much research show that self – efficacy influences academic motivation, learning and achievement (Pajares, 1996; Schunk, 1995).

Self efficacy is grounded in a larger theoretical framework known as social cognitive theory which postulates that human achievement depends on interaction between one's behaviour, personal factor (e.g., thoughts, beliefs), and environmental conditions (Bandura, 1986, 1997). Learners obtain information to appraise their self-efficacy from their actual performances, their vicarious experiences, the persuasions they receive from others and their physiological reactions. Self–efficacy beliefs influence task choice, effort, persistence, resilience and achievement. Compared with students who doubt their learning capabilities, those who feel efficacious for learning or performing a task participate in the development of academic self – efficacy more readily, work harder, persist longer when they encounter difficulties and achieve at a higher level (Bandura, 1997; Schunk, 1995).

Learning as an active, constructive process whereby learners set goals for their learning, plan actions and monitor, regulate and control their cognition, motivation and behaviour. These actions are guided and constrained both by their goals and the contextual frameworks, and can mediate the relationships between individuals and their overall achievements (Zimmerman, 2000). Self- regulation has been found to be positively correlated to achievement, with highly self-regulated students being more motivated to use planning, organizational, and self–monitoring strategies than low self regulated students (Pintrich & De Groot, 1990). Pintrich and his colleagues have articulated a model of students' cognition, which argued that students regulate their cognition by using motivational strategies in addition to cognitive and metacognitive strategies. Pintrich and De Groot (1990) found a positive correlation between motivational beliefs and self- regulated learning and furthermore, all affective components were related to academic performance. In line with these findings, Schunk and Zimmerman (1998) reported that there was a positive relationship between self – efficacy and academic achievement and that if students are trained to have higher self – efficacy beliefs, their academic performance also improves.

Pintrich's research indicates that there are strong relationships between motivational beliefs and use of self regulation strategies. More specifically, in terms of self – efficacy, the findings showed positive correlation between self – efficacy and self – regulated learning. Students who felt more efficacious with respect to a certain task or course were more likely to report using all types of cognitive strategies to succeed in pursuing the task.

Similarly, Bandura, (1997), Pajares (1996), and Schunk, (1995) indicate that self-efficacy correlates with academic achievement. Self-efficacy also correlates with indices of self-regulation, especially when used with effective learning strategies. Self-efficacy, self regulation and cognitive strategy used are inter-correlated and predict academic achievement (Pintrich & De Groot, 1990). Students with high self-efficacy for successful problem-solving display greater performance and persist longer than students with lower self-efficacy (Bouffard-Bourchard, 1991). Self-efficacy affects academic achievement directly and indirectly through its influence on goals (Zimmerman & Bandura, 1994). While all these students' variables are believed to influence achievement, little is known about the combination of self-efficacy, and self-regulation on academic achievement of secondary school students. It is on this basis that the investigator sought to find out the influence of self-efficacy and self-regulation on academic performance of secondary school students in Economics.

Further still, students' academic achievement is influenced by their parents' educational expectations of their academic achievement. Children usually perceive whether adults have high or low expectations of their academic achievement, and this perception influences their achievement (Eggen & Kauchak, 2001). When parents expect their children to do well on a specific task, children generally gain confidence in their abilities to carry out that task, and are consequently likely to perform as expected.

Another variable of interest in this research is the parental background and the child's home environment. Researchers have used numerous variables to measure the relationship between family and academic achievements of students. For instance, parental socio-economic status as an aspect of the child's family background, has repeatedly been shown to influence

scholastic achievements (Anderson 1987; Castejon & Veramunoz 1996; De Jong 1993; & Mau, 1997;). According to Brantlinger (1990), students from low-income families compared to more affluent peers, have less positive school experience and outcomes including intelligence and achievement test scores, grade point averages, class rank and educational attainment. Also, students from a low socio-economic background constitute the largest population of individual considered to be at risk of not graduating from high school (Caldwell& Ginther, 1996).

From the above, it is revealed that the quality of parents' socio-economic status and home background variables of students go a long way to predict the quality and regularity of the satisfaction, and provision of a child's functional survival and academic needs. Poor parental care with gross deprivation of social and economic needs of a child usually yield poor academic performance of the child. Furthermore, where a child suffers parental and material deprivation and care due to divorce or death or absconding of one of the parents, the child's schooling may be affected as one parent alone may not be financially buoyant to pay school fees, purchase books and uniforms. Such a child may play truancy, thus his or her performance in school may be adversely affected (Shittu, 2004). Similarly, good parenting supported by strong economic home background could enhance strong academic performance of the child.

This means that the socio-economic status of parents, in one way or the other, affects the academic performance of the students in Economics. Ezemu (1981) stated that socio-economic status of a family affects the schooling of the children either positively or negatively. He said further that the higher the socio-economic status of the family, the more likely it will motivate their children to learn thereby preparing them for high grades. Children have certain needs, physical and psychological, which when met, will contribute to their academic performance (Avwata, Oniyana & Omoraka, 2001). These needs may include a conducive reading atmosphere, good food, a play ground, provision of books and other materials, and attendance at the best schools available. All these help to promote effective learning and high performance in schools.

Studies have established that attitudes influence the achievement of learners (Chacko, 1981 & Obemeata, 1984). The researches by Brodie (2001); Finger and Schlessler (2002); and Williams (2004) found significant relationships between attitude to a subject and achievement in that subject. Akinola (2003), similarly, stressed that attitude has a greater influence on aspects of learning which are emphasized in the classroom. Dulton (2004) concurred that attitudes are related to academic performance when measured on promotion grades.

The more positive an attitude held towards a task, the more likely the student will perform on the task. Moreover, Brasfield, (1993) states that attitude towards Economics could also be influenced by informational messages about performance in Economics. Positive attitude and perception towards Economics can be created if their seniors provide constructive information on the subject and performed well in it. It can also lessen the level of apprehensiveness so that the students can enjoy the lesson more. As a result, it seems that the less apprehensive the students are, the more they will enjoy the subject, and the greater they will perform in economics. Many researchers (Anderson, Benjamin & Fuss, 1994; Brasfield, 1993; Durden & Ellis, 1995, & Myatt & Waddel, 1990,) discovered a positive and significant relationship between exposures to high school Economics to students' grades in college courses. Nonetheless, contrasting with other literatures, Ballard and Johnson (2004), Palmer (1979) and Reid (1983) managed to demonstrate that a previous study in Economics had a negative or no impact at all on students' performance.

Phipps and Clark (1993) factor analysed the 28-item Survey on Economic Attitudes (SEA) in order to gain insight into the dimensions of attitude towards Economics. They discovered that there were three dimensions that directly influence students' attitudes toward Economics namely, enjoyment of Economics as a subject, usefulness of Economics, and difficulty of Economics. The factor score analysis also identified that female students enjoy Economics relatively less than male students, but were not significantly different from male students regarding perceived difficulty or attitude toward usefulness. Where positive attitudes are reinforced by favourable home environment and high self-efficacy and self-regulation on the part of the students, the learners are likely to perform better. Positive self-efficacy, on a similar vein, would result in high expectation for performance and vice-versa. Furthermore, a

positive attitude could be developed in a learner if a favourable home environment is provided in terms of parental provision of learning materials, parental control, parental monitoring and support.

Moreover, parental supportive styles and attitudes not only influence child's attainment level at school, but also provide better help to students in the learning process. In addition, parental supportiveness has the greatest effect at secondary school level of education, as Fan & Chen, (2001) found that parental interest in their children's education was the single most powerful predictor of achievement at age 16. Desforges and Abouchar (2003) also argue that the importance of parental supportiveness for children's educational and literacy outcomes continue into the teenage and even adult years. Parental supportiveness of their children's learning positively affects the children's academic performance (Akhter, 2008; Fan & Chen, 2001). Parental supportiveness in learning process helps to lead the children to higher academic achievement, greater cognitive competence, greater problem-solving skills, greater school enjoyment, better school attendance and fewer behavioural problems at school. In fact, parents' supportiveness in their children's literacy practices is a more powerful force than other family background variables, such as social class, family size and level of parental education (Flouri & Buchanan, 2004).

Also, Parental supportiveness has been identified as an important factor affecting students' achievement (Halawah, 2006). Previous studies (Boveja, 2000; Gregory, 2006; Halawah, 2006; Wu & Qi, 2006) have found that low achievement have been associated with students having parents who are less supportive in their school work and provision of school materials. On the other hand, students who have parents that are more supportive with their school work and provision of school materials have a higher achievement tendency, (Champney, 2004). Previous studies have found that the students benefit most when their parents are highly supportive in their school work (Alfaro, Umana-Taylor, & Bamaca, 2006; Rollins, & Thomas, 2000;).

The strong impact that family structure and family process variables have on the life chances and academic outcomes of children has been frequently documented. Among the family

process variables that seem to be most important to children's academic performance is parents' educational expectations for their children, which consistently have been a strong predictor of student achievement at all age levels. It is also accepted that parents' expectations have a powerful effect on children's academic performance. It is clear that high achieving children tend to come from families which have expectations for the children, and who consequently are likely to set standards and to make greater demands at an earlier age.

Parental expectations of children's academic performance have been shown to positively correlate with children's grades, IQ scores, educational aspirations, and achievement motivation (Beyer, 1995; Do & Mancillas, 2005) and children who are expected to graduate from high school and attend college achieve more than children of parents with lower aspirations (Trusty & Pirtle, 1998). Vollmer (1986) also concluded that there is a strong correlation between parental expectations and children's school performance, just as many empirical studies have found positive linear relationships between expectancy and subsequent academic achievement. This is true across all social, economic and ethnic backgrounds (Henderson, 1988). Parental expectations, however, will have little effect unless the expectation the parent has for his child is communicated to the child. It is important to examine parental expectation when identifying and trying to understand factors that contribute to students' academic achievement in secondary schools in Nigeria.

Since the variables used by researchers to measure the family factors are numerous it therefore becomes impractical to include most known family variables in a single investigation. Since most studies do not use the same set of family variables, their findings often do not yield consistent results. It is of interest therefore, that an inquiry be made into how parental socio-economic status, parental supportiveness and involvement and parental expectation of their children predict academic performance of students.

1.2 Statement of the Problem

Results released by examining bodies revealed that performances of secondary school students in Economics fluctuate over the years. From the results, we observed that the number of candidates that enter for Economics every year continued to increase whereas the

performance at credit level continued to fluctuate. The obvious and disturbing observation is that there was no single year that the credit pass level was up to 50%. These fluctuating and less than average pass performances in Economics have generated a great deal of concern among the stakeholders in educational sub-sector in Nigeria. Researches have attempted to identify factors responsible for the fluctuating students' performances in secondary school Economics. Results yield inconsistent results as many variables, mainly cognitive, were used.

This study investigated the extent to which parental factors (parental supportiveness, socioeconomic status, expectation) and students' psychosocial variables (self-efficacy, and self-regulation) determine secondary school students' academic achievement in Economics and attitudes towards Economics in Enugu state, Nigeria. Also, the study investigated how the students' perception of their parents supportiveness relates to their academic achievement and attitude in the secondary schools in Enugu State.

1.3 Research Questions

1. What is the relationship between student psycho-social variables (Self-efficacy, Self-regulation and Students' perception of their parents' supportiveness) and student achievement in Economics.
2. To what extent would parents' factors and students' psycho-social variables when taken together predict students':-
 - (i) Achievement in Economics
 - (ii) Attitude to Economics
3. What are the relative and composite contributions of parent factors (parent supportiveness, parent socio-economic status and parent expectation) to students:-
 - (i) Achievement in Economics
 - (ii) Attitude to Economics
4. What are the relative and composite contributions of students' psycho-social variables (students' perception of their parents supportiveness, self-efficacy and self-regulation) to their:-
 - (i) Achievement in Economics
 - (ii) Attitude to Economics

Hypotheses

1. There is no significant difference in achievement in Economics of students from urban and rural schools
2. There is no significant difference in the attitude towards Economics of students from urban and rural schools.

1.4 Scope of the Study

For this study to be in-depth, it focused on forty-six(46) Senior Secondary Schools in the seven(17) Local Government Areas in Enugu State and particularly the Senior Secondary School class two(S.S II) was used. Both the urban and rural secondary schools were involved in the study. Not all the parents of all the students were used but only the parents of those students that were selected for the study.

1.5 Significance of the Study

Economics as a course of study or discipline serves as a very important subject and has contributed in a great measure to individual and national development. In fact, everybody does a little or much of economics at various levels of their endeavour. This study is therefore significant for many reasons. It will add to research-based literature on the performance of secondary school students in Economics. In particular, the results of the study will provide a better understanding of some of the factors responsible for students' poor achievement in the subject. Also, the study will add to the empirical basis needed for evaluating the effects of parents' factors and students' psycho-social variables on learning outcomes in senior secondary school Economics. The study also revealed variable potency and their predictive inputs into teaching and learning of Economics which teachers, curriculum developers and decision makers will rely upon so as to enhance policy and practice.

In addition, this research will provide a basis for counseling parents on the importance of effective involvement in their children's learning in school, and it is likely that researchers in Economics education will benefit from the expansion of literature base in the discipline from the results of the study.

1.6 Operational Definition of terms

Achievement: Measure of the effects of a specific programme of instruction or training. In this study, achievement was measured by Economics Achievement Test (EAT).

Economics Achievement: This indicates the score on multiple-choice cognitive tests developed to cover SSII Economics curriculum.

Attitude towards Economics: Attitude, as used in this study, refers to the tendency of an individual to act, respond or react either positively or negatively towards Economics and was measured by the Attitude towards Economics Scale.

Self-regulation means the ability of one to initiate, direct, monitor, and adjust one's classroom performance.

Parent supportiveness: This is the support given by the parent or guardian. They include providing food, clothing, shelter and materials necessary for learning as well as parents' involvement in the regular checks of what is being taught in school and the provision of direct academic instruction to the student when necessary and was measured by the parent supportiveness questionnaire.

Self efficacy: This is the belief in students' capabilities to organize and execute their courses of action required to manage prospective situations.

Socio-Economic Status: This involves a combination of social and economic factors of parents, relating to their income and social position which were considered as a sampled factor. The socio-economic status therefore was a way of dividing parents in terms of wealth, prestige and life chances.

Learning Outcomes: These are the objectives to be achieved by the end of an educational enterprise. The learning outcomes considered in this study are cognitive domain of Bloom's taxonomy of educational objectives. It is used to denote measurable behavioural expectations from the students in terms of students' achievement in Economics.

CHAPTER TWO

LITERATURE REVIEW

This review of literature will give a critical analysis of those issues in the study, that is, parent factors and students' variables as they relate to the students learning outcomes in Economics. A section will also be devoted to the cognitive and affective outcomes with respect to achievement in Economics and attitude towards Economics.

The review was carried out under the following sub-topics:

1. Economics Education and Academic Achievement in Economics,
2. Socio-Economic Background and Learning Outcomes,
3. Parental Supportiveness and Learning Outcomes,
4. Self-Regulation and Learning Outcome,
5. Self-Efficacy and Learning Outcome,
6. Students Attitude towards Economics and Academic Achievement,
7. Theoretical Background
8. Summary and Gaps in the Existing Literature

Economics offers alternatives that have an effect on almost every aspect of our life. It is significant to everybody and not just Economists. It involves opportunity cost every time we make a decision, for example, in deciding whether to have more leisure time or to work overtime. Economics is also essential to individuals in making decisions that can maximize their satisfaction; to business organizations in maximizing profits; and to governments in providing a high standard of living for their citizens. Economics also touches future issues such as alternatives for source of energy when oil is depleted and how people's lives may be affected. Economics is concerned with human behaviour such as how people earn their living and make a choice between alternatives to satisfy their wants. It focuses on the study of firms and the government whose activities are geared to the production of goods and services for the satisfaction of human want.

Economics is a social science, and like any science subject, the reasoning procedure in Economics is methodological, its analysis is systematic, and the validity of its various theories

can be tested. Thus an attempt has been made to integrate the theoretical foundations of the subject with their practical applications (Yusuf, 2008).

Generally, most Economics students find it hard to understand Economics when first introduced to it although studying Economics can be fascinating. As Economics is quite analytical, students need to have a sound problem-solving skill and critical thinking in order to succeed. At the moment, students from different programmes of social studies are required to learn Economics as part of the Faculty's requirement. So far, there has not been many survey that have been done in the secondary schools in Nigeria to ascertain it; neither to scrutinize what would be the significant factors in determining students' achievement in Economics as a subject.

Economics instruction is an important component in teaching Economics. It is important to note that Economics was initially taught as Political Economy. The core of the political economy course according to Maxwell, Mergendoller and Bellisimo (2005) was Karl Marx's theory based on his book "Das Kapital", 1894. The main themes of political economy were the benefits of the socialist system and the weaknesses of free market capitalism. After the fall of Communism, market economics began to be introduced into the curriculum. Also Maxwell, Mergendoller and Bellisimo (2005), stated the goals of Economic education as:-

1. To make students responsible for the economic dimension of their life, which will ultimately affect their social status as citizens, as well as making them more responsible for participating actively in the economic development of their country?
2. To empower students and help them to develop practical skills, which would enable them to actively participate in the every day decision-making process, as family members, as citizens, as workers, as consumers, as member of diverse communities inside a democratic society, where economic decisions have priority,
3. To develop students' potential as independent and self-confident economic factors,
4. To develop students' economic thinking which enables them to make the appropriate decisions, to have a positive collaboration with and evaluation of all other economic factors important in decision making, and,

5. To understand the economic processes in all levels of society which are interdependent with political decisions.

From the above, therefore, it is important to note that the objectives of Economic education will be reached by putting together the knowledge, concepts and skills in an active participation of working in groups and participating in real economic activities. These stated goals of economic education reflect the new direction and dimension of Economics. The new role of this education system is in cooperation with the freedom and responsibilities of the free citizens of a democratic country.

According to Obemeata (1980) in Yusuf (2008), the importance of Economics education to any nation is very clear. It enables both leaders and citizens to understand basic Economics concepts, principles as well as to understand, appreciate and seek to improve the economic situation for their own social good. The understanding of Economics is a pre-requisite for good citizenship. To him the principal objective for teaching Economics should be to provide Economics understanding necessary for responsible citizenship. Yusuf (2008) further stated the importance of Economics education as follows:

- (i) To equip students with the basic principles of Economics necessary for useful living and for higher education,
- (ii) To prepare and encourage students to be prudent and effective in the management of scarce resources,
- (iii) To raise students respect for the dignity of labour and their appreciation of economic, cultural and social values of our society and,
- (iv) To enable students acquire knowledge for the practical solution of the economic problems of society; Nigeria as developing country and the world at large.

Being a responsible citizen involves the ability to take rational decisions on important economic issues with a good basis for doing so. Furthermore, Obemeata (1991) stated that the position of Economics in secondary school curriculum has been strengthened because it has been accepted that it has some civil values because of some topics as the element and determinants of national income, the structure and activities of labour unions, the working and influence of financial institutions. These prepare one adequately for life in a modern society.

Obemeata further opined that Economics as a subject has various values to the learners and these values according to him include;

- i) **The Cultural Values:** - Economics has some intrinsic values that make it appealing as a school subject for example, there is a great logic in it, it connects learners to the essentials of everyday life and it is also concerned with topical events such as International Monetary Fund [IMF], Structural Adjustment Programme [SAP] and so on.
- ii) **Intellectual Training:** - Economics also contribute to intellectual training because it involves looking at issues in a way which is foremost to people. Economics is not primarily a body of knowledge, it is a method rather than a doctrine, an apparatus of mind, a technique of thinking which helps its possessors to draw correct conclusion, and
- iii) **Vocational Training:** - The vocational nature of Economics makes it readily acceptable to students. Economics as a subject is of direct utility in many branches of industries and commerce. It is also an essential part of most professional examinations like Banking, Accountancy, and Secretarial studies.

According to Adu (2002) the study of Economics serves a useful purpose in modern life. It gives us facts and shows us what may be expected to be the outcome of certain lines of conduct; it helps us to decide which of several alternatives to choose from. It charges its recipient to make wise choice that will satisfy their needs in the presence of unlimited wants and resources

The latest study conducted by Bachan and Reilly (2005) show that if Business Studies candidates had studied Economics, almost 40% who achieved a Grade C or better in the Business subject would not have done so in Economics. On the other hand, 12% more of Economics candidates would have obtained a Grade C or better if they had taken Business Studies. These results in fact illustrate the greater difficulty of Economics as a subject. Bachan and Barrow (2004) also examined the role of comparative subject difficulty and students' aptitude in influencing the choice between Economics and Business Studies at A- level. The research reveals that if A-level students were given the alternative to choose between Business

Studies on Economics, only students with more ability in terms of their average General Certificate of Secondary Education (GCSE) score and Maths, are likely to opt for Economics. Survey paper by William Walstad (2001) also addressed determinants of learning Economics in high schools. Walstad (2001) reported that although taking a high school Economics class contributes to economic understanding, high school students still manifest a relatively low level of achievement likely due to limited instructional time for Economics compared to subject like History that is taught over a number of years. Teachers who take more Economics courses are more effective in teaching Economics, with about five or six courses thought to be a critical threshold level.

Walstad's (2000) survey paper in the Journal of Economic Literature directly addresses the use of supplementary materials in teaching high school Economics. Developing new curriculum materials and using different teaching strategies are dominant themes in economic education work. A major problem with materials used to supplement textbooks is being able to distinguish the quality materials from materials found to be unacceptable. As well, using films to teach Economics was generally shown to have a positive effect on achievement.

There is a fairly consistent literature showing that male students outperform female students in high school Economics classes (Evans, 2000; Heath, 2000; Walstad & Soper, 2000; & Siegfried, 2000.) Most of these studies use a multiple choice test such as the Test of Economic Literacy (Walstad & Rebeck, 2001) to assess achievement. There are some evidence that the male-female differences are limited to multiple choice tests and that female students may perform better than males on essay questions. In a study of over 3000 college and university students in the U.K., Lumsden and Scott (2000) found that male students performed better on multiple choice questions but that female students performed better on essay questions. Ferber, Birnbaum and Green (2000) found that female Economics students at one U.S. University performed statistically as well as their male counterparts on essay questions, but worse on multiple choice questions. These different results on different types of questions are thought to be due to male superiority in spatial and numerical skills and female superiority in verbal skills. As well, studies that control for race or ethnicity frequently find that white students outperform

nonwhite students on multiple choice tests (Walstad & Soper 2000, Lopus 2000, Evans 2000.)

2.2 Socio-Economic Background and Learning outcome

The home occupies the first and the most significant place for the development of the individual among the various social groups. The studies of Neil and Keddie (2001), and Sharma (2004) concluded that early home environment is a significant prediction of mental development and at the same time the home is of extraordinary importance in the development of social intelligence. It does not only provide the hereditary transmission of basic potential for his/her development but also provides environmental conditions and personal relationships (Valenzuela, 2003). Therefore, the most important role of the parents is to provide their children with educational needs, conducive atmosphere at home and healthy environment.

Socio-economic status and home background influence academic and educational success of students and their school work. This variable also reinforces the activities and functioning of the students in schools. It is obvious, therefore, that the quality of parents and home background of a child go a long way to predict the quality and regularity of the satisfaction and provision of a student's functional survival and his/her academic needs. Poor parental care with gross deprivation of social and economic needs of a child usually result in poor academic performance of the child. Also, where a child suffers parental and maternal deprivation and care due to divorce or death, the child's schooling may be affected as one of the parents may not be financially buoyant to pay school fees, purchase books and uniforms. Such child may not concentrate in school, thus the child's academic performance may be adversely affected.

Since Coleman's (1966) landmark study on *Equality of Educational Opportunity*, socioeconomic status has been seen as a strong predictor of student's achievement. Coleman asserted that the influence of student's background was greater than anything that goes on within schools. Poverty is indeed a factor among children in the United States. Rainwater and Smeeding (1995), in their 18-nation *Luxembourg Income Study*, found that during the 1990s, families of children in the United States had lower real income than families of children in

almost every other nation. Although the poverty rate for people under 18 years old dropped from 16.9% in 1999 to 16.2% in 2000 (U.S. Census Bureau, 2001), The issue of socioeconomic status and its relationship to student achievement in Stockton (2004) is more complex than Coleman's (1966) report. The relationship can be explored on various unit levels, from that of nations and states, districts, and schools, and on to classes and individual students.

Studies have shown that students from lower socio-economic strata are less likely to succeed at school. Thus, social class and economic conditions are important factors that are instrumental in success and cannot be ignored. A family's socio economic status is based on parents' income, parents' education and parents' occupation. Thus, family with high socio economic status often succeed in preparing their young children for school because they typically have more success in preparing their young children for school because they typically have more access to a wide range of resources to promote and support young children's development. They are able to provide their young children with high quality child care, books and toys to encourage children in various learning activities at home. This in turn, will affect the students' academic achievement in Economies. For poverty-stricken families, bare necessities are lacking, parents may place top priority on housing, clothing and health care. Educational toys, games and books may appear to be luxuries. This point was supported by Bookcock (2000) and Lloyd (2002) in their studies on the relationship between school performance and parental socio-economic condition where they conclude that students with high achievement values tend to come from families that are more educated and with higher status of occupation. It was also established that students learn better if they are from above average income family, with well-educated parents who participate in the school education processes and encourage children to learn.

Socio-economic status influences not only the physical setting where the home and neighbourhood are located but also the intelligence process. This means that intelligence behaviour could be the product of the socio-economic status to which an individual belongs. Socio-economic status, therefore, is a very important and basic parameter to study any characteristic prevailing in the society because this is what determines and influences one's

place in social setup. Students from high socio-economic status, because of their superior environment, are more confident and sure of themselves as compared to students who come from lower socio-economic status of families. Conversely, the students from low socio-economic status set out with feeling of inferiority and inadequacy and these in turn affect their social intelligence. Comber and Keeves (2000) opine that high socio-economic group demonstrate more sociability, emotional stability and thoughtfulness in comparison with low socio-economic group.

The importance of family background as a factor that shapes the educational goal and academic achievement of students cannot be overemphasized. The studies and opinions of sociologists and psychologists have been given in one way or the other for example, Chessmann (2002) in his study argue that students' responses are strongly related by the attitudes and expectation which they bring with them from their families and neighbourhood. Also, Musgrave (2000) stated that influence of parents on the standard, value and behaviour of their children, even as kids, is generally supreme. The attitude and value that children bring from various homes usually reflect in their performance in the school. Musgrave further says that a child that comes from an educated home would like to follow the steps of his/her family.

On the other hand, in terms of socio-economic status, there is a positive link between socio-economic status and children's achievement. According to Gonzalez (2001), one of the most powerful factors related to school performance is socio-economic status, which includes the combination of parental income, occupation, and educational level, and has been shown to be a strong predictor of intelligence and academic achievement scores. The United States Department of Education (2000), found in a study that the relationship between poverty and students' performance is not simple and direct but concluded that poverty is an important factor accounting for differences in performance and achievement across rural, sub-urban and urban areas. However, the study concluded that poverty alone does not account for all the differences in the performance of the students. Johnson (1996), opine that poverty of parents has elastic effects on their children's academic works as they lack enough resources and funds to pay for their education and good school, good housing facilities and medical care and

social welfare services. Mba (1991) laments that poverty of the parents has made education and learning impossible for children especially disabled children in the rural areas. Poverty therefore, has further caused other problems, such as disease, frustration, poor performance and psychological problems. Ipaye (1996) in the same vein reiterates the effects of poverty of the parents on the Nigerian child. According to him, poverty syndrome imposed by economic crunch, maladministration, corruption and emergency closure of firms has imposed hardship among parents and workers. This means that, in turn, they would not be able to provide adequately for the basic functional, social and academic needs of the children. Many students have thus abandoned school to engage in commercial sex or child labour to make ends meet to support self and others. By this, they spend much time on these acts than schooling; this has terrible effects on their academic performance in their schoolwork and public examination like West African Examination Council and Joint Admissions and Matriculation Examination.

It is important to note here that poverty has clear effects on children both before they enter school and during their stay in school. Evans (2004) suggests that socioeconomic differences that affect children include:- Physical environment challenges (including greater exposure to health risks; poor quality housing and environment; more deterioration in the neighbourhood; greater crowding and noise; greater mobility and lack of stability in housing; poorer air and water quality; fewer material resources in the home; and more dangerous neighbourhoods), Social environment challenge (including fewer books and educational materials in the home; fewer household routines; greater incidence of family disruption, violence, and separation from family; child rearing patterns that are associated with stricter and harsher discipline, fewer opportunities to read with parents, and less emphasis on self-directedness, greater exposure to aggressive peers and deviance; less interpersonal trust and less likelihood to subscribe to norms of reciprocity; less exposure to multiple forms of cognitive stimulation and enrichment; more exposure to television; less verbal responsiveness; less parents' involvement in education, both at the school and in the home; and less of a sense of belonging to school).

The environment provided to the student by his\her home has drawn the attention of Comber and keeves (2000), Keeves (2000), Walberg (2001), and Stigler (2002). A significant

difference between high achievers and low achievers on home variables (namely parents' education level, environment, income, spatial environment, social background, provision of facilities, and parent-child relationship) was shown by Lesser (2001). William and Chelser (2005) assert that, in a family that can scarcely afford food, shelter and clothing, pressure is usually exerted upon the young to leave school early so as to secure employment and thereby help the family. The parents' ability to provide books and necessary equipment for education, combined with a positive attitude, stimulate the children to learn. It is also assumed that the children from the upper class homes have good health and proper welfare which assist them in their learning. Furthermore, Comber and Keeves (2000) argue that many of the parents in the city or urban areas are professional people who understand the value of education. Such parents motivate their children to learn effectively and also provide a lot of incentives that can reinforce the desire to learn.

Gyles (2000) and Frazer (2002) study the influence of home environment as a factor to promote academic achievement among students. Gyles (2000) concludes that an urban atmosphere was more conducive to better achievement than rural environment. Frazer (2002) brought out that the effect of environmental facility on both general academic achievement and achievement in English Language was significant.

In the case of School and classroom environmental challenges, Barton (2003), Bennett (2004), Carey (2002), and Evans (2004) also found that school environments are different among children from low income families and their more affluent peers. They find, for example, that schools with greater portions of low income children are more likely to have lower per pupil expenditures, lower teacher quality, less rigorous curriculum, lower expectations for academic performance and fewer demands to enroll in rigorous course work, and lower parents' involvement in terms of volunteering in the school, attending school functions, and being attentive to homework completion. Dahl and Lochner (2005) find that an income increase of \$1,000 was associated with an increase in Mathematics test scores. Furthermore, the factors associated with poverty are established risk factors that can be harmful to the physical, socio-emotional, and cognitive well being of children. Yet many schools are able to address and overcome the challenges associated with poverty to foster high academic performance.

The socioeconomic background of a school population may reflect the socioeconomic conditions of the community where the school is located. Schools can play an important role in moderating the effects of individual socioeconomic status. Students tend to perform better, on average, in schools with higher average Socio-economic status, regardless of their socioeconomic backgrounds. In other words, students are not only affected by the socio-economic circumstances of their own parents, but by those of their peers as well. This may have a positive effect for students surrounded by positive peer influences and role models.

A wealth of studies show that family background characteristics are closely related to student achievement. Schools with less economically privileged students, for example, almost always have lower achievement scores. Changes in many other characteristics (variables) have also been shown by many research studies to correlate closely to student achievement. These include:

- Prior achievement on aptitude,
- Participation in free and reduced lunch program,
- Minority status,
- Educational level of the mother,
- Father's occupation,
- Family income,
- Number of siblings,
- Students receiving special services, (Dahl & Lochner, 2005).

Additionally, at higher levels of the school system beyond groups of individual students, a number of other factors are associated with student achievement such as school settings (urban, rural, suburban), per pupil expenditure, policies and practices within schools or school districts, and community characteristics.

Again parents play an important role in their children's learning. Aside from being actively involved in their children's education, parents also provide a home environment that can affect learning. Parents serve as a model for learning, determine the educational resources

available in the home and hold particular attitudes and values towards education. Although it is difficult to examine the home environment of each student, the educational attainment and occupation of parents serve as indicators of the values and resources with which parents create this environment.

There is evidence that parents' education will affect students' academic achievement in Economics. According to Grissmer (2003), parents' level of education was the most important factor affecting student's academic achievement. That is to say that parents' educational background influence the academic achievement of their children. This, according to him, is because the parents would be in a good position to be second teachers to the child; and even guide and counsel the child on the best way to perform well in education and provide the necessary materials needed by the child. Musgrave (2000) states that a child that comes from an educated home would like to follow the steps of his family and by this, work actively in his studies. That means that a child from a well-educated family with high socio-economic status would naturally perform better than a child from an illiterate family. This is because the child from an educated family has a lot of support such as a decent and good environment for academic work, parental supports and guidance, enough textual and academic materials and decent feeding. He or she is likely to be sent to quality schools where seasoned teachers will handle his subjects.

In the study by Lloyd (2002), which was conducted in West Bengal, socio-economic status was one of the primary factors responsible for low achievement in general science. Studying the relationship between certain psycho-sociological factors and achievement of student-teachers in teacher training institutes of Andhra Pradesh, Lloyd (2002) further showed that socio-economic status influenced the total achievement, as well as achievement in theory and practical, taken separately, of home environment, as well as achievement in theory and practical, taken separately, of the student-teachers. Gyles (2000), and Frazer (2002), studied the influence of home environment as a factor to promote academic achievement among students. The former conclude that an urban atmosphere was more conducive to better achievement than a rural environment.

According to Carry (2002), the average scores of students whose parents had high school or less were significantly lower than the average scores of students whose parents had college or university. For example, the gap in average performance between students who had at least one parent with a university degree compared to those whose parents had no more than a high school education was about two-thirds of a proficiency level. However, while there is a positive relationship between the educational level of the parents and students' performance, there is also considerable overlap in the performance of students from different educational backgrounds. In fact, many students whose parents had a high school education or less scored higher than students whose parents had a university degree.

Parental occupation may influence student's performance in various ways. For example, occupation-related income may determine access to learning opportunities and resources and so play a role in learning outcomes. The education and types of skills associated with different occupations and modeled by parents may motivate students to develop their own skills in particular ways. Parental occupation may also influence how students perceive the value of learning, their beliefs about the usefulness of a subject and the learning environment at home.

According to Bennett (2004) occupation is considered as an indicator of parental skill use; it appears that students whose parents worked in occupations with greater skill requirements also performed better in various subjects. However, the large overlap between groups also indicates that there are still large differences within occupational categories. Some of these differences may be explained by the specific skills parents use in their occupations. Looking only at students whose parents were in professional or managerial occupations, that is, occupations that typically require at least a college education and higher than average incomes, considerable differences were found in students' achievements. Students whose parents had occupations that specifically required strong Mathematics skills, that is, physical, Mathematical and engineering science professionals, tended to have higher math scores than other students. Students whose parents were in the occupational category that includes legislators, senior officials, executives and managers performed almost one proficiency level lower than students whose parents worked in the Mathematics-intensive occupational group (Bennett, 2004).

According to a study by Lloyd (2002), students taught by parents who have not finished high school score significantly higher on achievement tests than students in traditional school settings. For students in the latter environment, the educational level of parents has a profound effect on student performance, as does poverty. Regardless of their own education, parents can have a positive effect on their child's education simply by taking an interest in it. Using data for twelfth-graders, the National Assessment of Educational Progress (2006), found the following:

- Student achievement increases as the level of the parents' education increases,
- Student achievement decreases with the incidence of poverty, as measured by eligibility for the federal free and reduced price lunch program, a commonly used indicator of poverty,
- Student achievement increases with the frequency that parents talk to their children about school work.

2.3 Parental Supportiveness and Learning Outcome

Education is commonly referred to as the process of learning and obtaining knowledge at school, in the form of a formal education. However, the process of education does not only start when a child first attends school. Education begins at home. One does not only acquire knowledge from a teacher; one can learn and receive knowledge from a parent, family member and home environment too. In fact, parents represent a considerable role in child's education. There is strong evidence that parental characteristics, actions and attitudes will affect the educational attainment of children at school. If parents adopt good and effective attitudes with children at home, children make better progress in school. Moreover, parental supportive styles and attitudes not only influence child's attainment level at school, but also provide better help to students in the learning process. Through observations and researches, it has been revealed that some parents know the effective skills related to helping styles that can help children in their studies. The parents go all out to adopt good supportive styles to provide better help for children at home. Some others adopt different attitudes and styles without

having a sight about its positive or negative outcomes. As a result, some children show good outcomes, some show average outcomes and some show poor outcomes in school.

Parental supportiveness concerns devoting resources to children; that is, being available to them, knowledgeable about their lives, and concerned about what is going on for them (Grolnick, Deci, & Ryan, 2000). In addition, Gonzalez and Wolters (2006) describe parental supportiveness as to how much interested, knowledgeable, and active the parents are in their children's life. According to Vandergrift and Greene (2000), parent supportiveness has two independent components: parents as supporters and parents as active partners. Focusing on one of these components alone is not a sufficient approach to parent supportiveness. Parents can be active, yet not supportive of the education process. They also can be supportive but not active at the school. Of course, the idea is the parent who is both supportive and active; but this often is difficult when both parents work outside the home, or when there is only one parent at home.

Past researches have found that perception of parental support is positively related to academic performance (Grolnick, Ryan, & Deci, 2000). Parental supportiveness is the extent to which parents are interested in, knowledgeable about, and willing to take an active role in the day-to-day activities of their children. Parental support is the extent to which parents value and use techniques that facilitate independent problem solving, choice, and self-determination in their children. Specifically, perception of greater parental supportiveness is associated with higher standardized achievement scores, higher teacher rated competence, and better school grade (Grolnick et al., 2000). Perception of greater parental support is related to higher grade point average, higher teacher-rated competence, more active job search behaviour, and a strong vocational identity (Grolnick et al., 2000).

Parent supportiveness actually declines as students grow older, so that it is less in secondary schools than in elementary Schools (Stouffer, 1992). If parental supportiveness is so beneficial, why isn't it being used to a greater extent than at present? There are many reasons from the parents and also from the schools for this lack of supportiveness. One of the reasons concerns lack of understanding of nontraditional families on the part of the school system. The nontraditional family is struggling to deal with many factors that affect every member of

the family. These can definitely affect the way that the family is able to support the student's education. More than likely, there is a shortage of time. There is just not enough hours in the day to accomplish everything. If there has been a divorce or death in the family, there may be probably a change in the financial standing of the family. By the school not being sensitive to this change, the student/family could be embarrassed. The very nature of the family structure is in a state of change causing confusion and insecurity (Duncan, 1992; Lewis, 1992; Wanat, 1992).

Wanat (1992) was of the opinion that schools must understand that lack of participation by parents does not necessarily mean they are neglecting their responsibilities. They simply may not have the time, resources, or know-how to help out. Parents often do not feel welcomed at schools. They feel that what they may have to offer is unimportant and unappreciated. Also, parents may not believe that they have any knowledge that the school is interested in knowing. This is especially true when the parent may not have a great deal of education (Dixon, 1992; Vandergrift & Greene, 1992). It is also possible that the parent does not have a great deal of interest in the school or his child's education. The parent may not feel that education is important (Vandergrift & Greene, 1992). Another reason for lack of support is embarrassment. The parents may be illiterate or unable to speak English. This could make communication difficult if not impossible. Another source of embarrassment is memories of the parent's failure in school. The parent would not have much desire to return to a place that only served to remind him of his own failures (Brink & Chandler, 1993; Smith, 1991).

Research has shown that there are many things that can be done to improve parental supportiveness at the secondary School level. Lewis (1992) was of the opinion that the success of any programme will be tied directly to the support and encouragement of the principal. While Duncan (1992) was of the opinion that Principals are key contributors to helping parents and other educators understand one other, Campbell (1992) also believes that ultimate responsibility for creating harmony between the school and the home rests with the principal. By the school being more aware of the circumstances of nontraditional families, better communications can be established. One thing that the school can do is to let the parents handle parenting responsibilities and the school handles the educational

responsibilities. Also, by working with the parents more, the school will have a better idea of what the parents can and what they cannot do.

Again, more communications between the school and home are needed, but specific types of communications are important. Two-way informal exchanges between teacher/parent are much more effective than one-way communication from the teacher (Wanat, 1992). Results from the Arizona At-Risk Pilot Project suggest that the most effective means to involve parents are the ones that (1) establish a personal rapport between someone from the school and the parent, and (2) do not initially require high levels of commitment or participation (Vandergrift & Greene, 1992). When parents, students, and the school work together, it is possible to accomplish great things at the Secondary School level. When both parents and teachers work together, communicate and build a family and school partnership, parents, teachers and children benefit from the outcome.

Research shows that parent supportiveness in the school results in improved student achievement and if the parent shows concern, it will translate into greater achievement on the part of the student. That is to say, the more the parent becomes involved with the teacher, school curriculum, and administration, the better the parent feels about the school. The parent will have an increased sense of pride in the school and the community. The more the parent learns about the way the school functions, the more the parent will understand the educational processes and educational decisions. The parent and the school become allies and are able to be of mutual benefit when it comes to dealing with difficult students and situations. Stouffer (1992) opines that in this way the parents are also more supportive of the school with financial support as well as support of bond issues and other levies. The more the parent becomes supportive and learns about the school, the more the parent can help the student. The parents are able to increase their understanding of child development in areas of physical, social, emotional and cognitive development. Of course this helps to provide a bond between home experiences and the educational programme. When the parents understand how the child develops, they are better able to provide a more positive and exciting home environment. The parents may even want to learn more and possibly attend the parent classes provided by the school.

Interestingly, when schools work together with families to support learning, children tend to succeed not just in school, but throughout life. In fact, the most accurate predictor of a student's achievement in school is not only income or social status, but the extent to which that student's family is able to create a home environment that encourages learning, expresses high (but not unrealistic) expectations for their children's achievement and future careers, and become supportive in their children's education at school and in the community. Henderson (2006) in his review of 66 studies involving parent supportiveness and student achievement found that, when parents are supportive in their children's education at home they do better in school. When parents are involved at school, their children go farther in school and the schools they go to are better. Also using data from a nationally representative sample of 21,814 students and their parents participating in the National Education Longitudinal Study, Keith (2007) concludes that parental supportiveness has a powerful effect on eighth graders' achievement and that although its effect was slightly stronger in Math and Social Studies, it was a powerful influence on student's success in all subject areas. Walberg (2004) concludes from an analysis of over 2,500 studies on learning that an academically-stimulating home environment is one of the chief determinants of learning. From these studies, Walberg selected 29 which were conducted during the last decade. He found commonalities which he called a curriculum of the home which has an average effect on achievement that is twice as large as family socioeconomic status (SES).

This curriculum includes informed parent-child conversations about everyday events, encouragement and discussion of leisure reading, monitoring and joint analysis of televiewing, deferral of immediate gratification to achieve long-range goals, expressions of affection, and interest in children's academic and personal growth. Johnson (1996), from a review of 30 studies on the connection between family background and school achievement, concludes that parent supportiveness factors such as reading to children, having books available, taking trips, guiding TV watching, and providing stimulating experiences contribute to school achievement. The fact that family supportive is related to school achievement does not mean that rich kids are born smarter. It means that, in more affluent families, children are more likely to be exposed to experiences that stimulate intellectual development.

Recent research has shown that, particularly for students who have reached high school, the type of parent supportiveness that has the most impact on student performance requires their direct participation in school activities. Steinberg (2002) in his three-year study of 12,000 students in nine high schools reveal that the following types of parent supportiveness draw parents into the schools physically and are most effective in improving academic achievement, attending school programmes, extracurricular activities, conferences, and contact with school. It was concluded that when parents come to school regularly, it reinforces the view in the child's mind that school and home are connected; and that school is an integral part of the whole family life. Israel (2001) analysed data from a High School participants who were high school seniors in 1980 and participated in a follow-up survey in 1986. She studied the effects upon student achievement of a number of family background factors and concluded that, when SES is controlled, parent supportiveness during high school had the most significant positive impact upon student achievement of the factors studied. Lesser (2001) in her two-year study of home and school influences on literacy achievement among children from low-income families, found that the single variable most positively connected to all literacy skills was formal supportiveness in parent-school activities such as PTA participation, attending school activities, and serving as a volunteer. From their survey of 2,317 inner-city elementary- and middle-school parents, Stockton (2004) found that the strongest and most consistent predictors of parent supportiveness at school and at home are the specific school programs and teacher practices that encourage parent involvement at school and guide parents in how to help their children at home.

Also student achievement improves when parents are enabled to play the following four key roles in their children's learning:

- As **teachers**, parents create a home environment that promotes learning, reinforces what is being taught at school, and develops the life skills children need to become responsible adults;
- As **supporters**, parents contribute their knowledge and skills to the school, enriching the curriculum, and providing extra services and support to students;
- As **advocates**, parents help children negotiate the system and receive fair treatment, and work to make the system more responsive to all families;

- As **decision-makers**, parents serve on advisory councils, curriculum committees, and management teams, participating in joint problem-solving at every level.

Tamir (1989) observed that families whose children are doing well in school exhibit the following six characteristics:

1. Establish a daily family routine, examples: providing time and a quiet place to study, assigning responsibility for household chores, being firm about times to get up and go to bed, having dinner together. From her analysis of data collected through a large national survey conducted by the National Center for Educational Statistics, Zimmerman and Kitsantas (2005) identified providing a place to study as one of three family characteristics which were significantly related to student achievement.

2. Monitor out-of-school activities examples: setting limits on TV watching, checking up on children when parents are not at home, arranging for after-school activities and supervised care. Data from the 27th Annual Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools indicate that parents may already be involved in monitoring some of their children's important out-of-school activities: 95% said that during the past school year, they made sure that homework assigned to their children were completed; 94% said that they defined limits on the amount of TV any of their children could watch. In support of this view, Zimmerman and Kitsantas (2005) concluded that homework and time spent watching TV during the week are intervening or mediating variables which can be under the control of parents and are, therefore, means through which parental supportiveness may affect learning directly. They also found that students who spend more time on homework watch less TV during the weeks. This additional time spent on homework, in turn, increases student achievement.

3. Model the value of learning, self-discipline, and hard work, examples: communicating through questioning and conversation, demonstrating that achievement comes from working hard, using reference materials and the library. In support of this view, Zimmerman and Kitsantas (2005) studied the family characteristics of Vietnamese, Laotian, and Chinese-Vietnamese children who emigrated to the United States in the late 1970s and early 1980s.

The researcher identified several significant family practices that are both embedded in the Southeastern-Asian cultural heritage and related to high achievement: Love of learning was rated most often by both parents and students as the factor accounting for academic success. The families emphasised education as the key to social acceptance and economic success. Relative equality between the sexes, both among parents and children, was one of the strongest predictors of high GPAs. In households where fathers and boys helped with family chores, grades were significantly higher. The families believed strongly in their potential to master their own destiny, not that luck or fate determines success.

4. Express high but realistic expectations for achievement, examples: setting goals and standards that are appropriate for children's age and maturity, recognizing and encouraging special talents, informing friends and family about successes.

5. Encourage children's development and progress in school, examples: maintaining a warm and supportive home, showing interest in children's progress at school, helping with homework, discussing the value of a good education and possible career options, staying in touch with teachers and school staff. Zimmerman and Kitsantas (2005), in a study of family influences on dropout behaviour, found that parents of high school dropouts were less engaged in their children's schooling than were the parents of students who did not drop out prior to graduation. Variables studied included parents' attendance at parental school activities, (example, PTA meetings and open house programmes), attendance at student school activities (e.g., athletic events and drama and music productions), helping with homework, and total number of contacts with the school. Zimmerman and Kitsantas (2005) concluded from their analysis of data collected from the High School and Beyond study cited above that Parents might well help their high school children achieve higher grades through monitoring their daily activities, by keeping close track of how they are doing in school, and by working closely with their children concerning planning for post-high school pursuits. They further observed that given the results indicating the important influence of homework on grades, a more focused parent supportiveness aimed at encouraging students to spend more time on homework might well lead indirectly to higher grades."

6. Encourage reading, writing, and discussions among family members, examples: reading, listening to children read, and talking about what is being read; discussing the day over dinner; telling stories and sharing problems; writing letters, lists, and messages. Dornbusch, (2004) tested a theory adapted from one originally formulated by Baumrind (1971) that adolescents' school performance is influenced by the parenting style of their parents. Three parenting styles were compared: authoritarian, permissive, and authoritative. Authoritarian parents provide advice and tell children that their parents are correct and should not be questioned; they discourage verbal give-and-take with their children. Permissive parents tend to be uninvolved with their child's education; they also seldom participate in give-and-take communication with their children. Authoritative parents encourage open, give-and-take communication and encourage the child's independence and individuality. Using a large sample (N=7,836) of high school students, Dornbusch (2004) found that authoritative parenting was positively correlated with good grades, while there was a strong negative correlation between both authoritarian and permissive parenting and good grades. Parent involvement in their children's education appears to be enhanced by the open, give-and-take communication used by authoritative parents in such activities as family reading, writing, and discussions.

Grolnick and Slowiaczek, (1997), conceptualized three dimensions of parental supportiveness based on how parent-child interactions affect students' schooling and motivation. Behavioural supportiveness refers to parents' public actions representing their interest in their child's education such as attending an open house or volunteering at the school. Personal supportiveness includes parent-child interactions that communicate positive attitudes about school and the importance of education to the child. Cognitive/intellectual supportiveness refers to behavior that promote children's skill development and knowledge, such as reading books and going to museums. Parental supportiveness, according to this theory, affects students' achievement because these interactions affect students' motivation, their sense of competence, and the belief that they have control over their success in school.

Hoover-Dempsey and Sandler, (1995 & 1997) defined parental supportiveness broadly to include home-based activities (e.g., helping with homework, discussing school events or courses) and school-based activities (e.g., volunteering at school, coming to school events).

They argued that parental supportiveness is a function of a parents' beliefs about parental roles and responsibilities, a parent's sense that she can help her children succeed in school, and the opportunities for supportiveness provided by the school or teacher. In this theory, when parents get involved, children's schooling is affected through their acquisition of knowledge, skills, and an increased sense of confidence that they can succeed in school. Parental supportiveness includes a wide range of behaviour but generally refers to parents' and family members' use and investment of resources in their children's schooling. These investments can take place in or outside of school with the intention of improving children's learning. Parental supportiveness at home can include activities such as discussions about school, helping with homework, and reading with children.

Further still, research on the effects of parental supportiveness has shown a consistent, positive relationship between parents' engagement in their children's education and student outcomes. Studies have also shown that parental supportiveness is associated with student outcomes such as lower dropout and truancy rates. From the reviewed literature, researchers have focused on how parental supportiveness affects students, why parents do and do not get involved in their children's education, and what roles schools and teachers can play in creating parental supportiveness. Three frameworks for exploring the precursors to and effects of parental supportiveness have been the foundation of a majority of the research on parental supportiveness. Each approach highlights a different aspect of the dynamics that exist in school-home-community relationships.

The relationship between a student and his or her parents has been noted to have an influential impact on not only the student performance in school but also in his/her life generally. Parenting styles have been analysed and grouped by educationists (Yusuf, 2004). Also studies by Mandara, (2006) and Micki, (2008) have shown that the parenting style experienced by children contribute in no small measure to the moulding of the behavioural pattern generally and specifically, the performance of the children. Micki (2008) notes that the relationship between parenting styles and their children's performance has shown that parents can have a dramatic impact on their children's performance, often resulting in a vast improvement. Also, though not as preventing, it has been shown that parents can have a powerful impact on their children's behaviour in the classroom and at other school based activities.

Parenting styles are different manners of parent-child relationship. According to Yusuf (2004), parenting is a complex activity which includes specific behaviour that work individually and together to influence the child. Although specific parenting behaviour, such as spanking or reading aloud, may influence the child's development, taking any specific behaviour in isolation may be misleading. However, there are people who have noted that specific parenting practice is less important in predicting child's well-being than is the broad pattern of parenting. Most researchers who attempt to describe this broad parental milieu rely on Diana Baumrind's concept of parenting style. The construct of parenting style is used to capture normal variations in parents' attempts to control and socialize their children (Baumrind, 1991). There are two things that are critical in understanding this definition:- First, parenting style is meant to describe normal variations in parenting. In other words, the parenting style typology developed by Baumrind, (1991) should not be understood to include deviant parenting, such as might be observed in abusive or neglectful homes. Second, it is assumed that normal parenting revolves around issues of control. Although parents may differ in how they try to control or socialize their children and the extent to which they do so, it is believed that the primary role of all parents is to influence, teach, and control their children.

Parenting style captures two important elements of parenting: parental responsiveness and parental demandingness. Parental responsiveness (also referred to as parental warmth or supportiveness) refers to the extent to which parents intentionally foster individuality, self-regulation, and self-assertion by being attuned, supportive, and acquiescent to children's special needs and demands (Baumrind, 1991). Parental demandingness (also referred to as behavioural control) refers to the claims parents make on children to become integrated into the family whole, by their maturity demands, supervision, disciplinary efforts and willingness to confront the child who disobeys (Baumrind, 1991). This categorization of parenting styles can be loosely tied to the dimension of parenting styles described by Arnette (2002) as "demandingness" and "responsiveness". Demandingness, as explained by him, means the degree with which parents set down rules and expectations for behaviour and require their children to comply with them. Responsiveness, according to him, entails the degree with which parents are sensitive to their children's needs and the extent to which they express warmth, love, and concern for their children.

According to Weiss and Schwarz (1996), parenting styles can be summarized and placed into four (4) general themes of discipline positive parenting, monitoring and problem-solving. According to them, discipline theme of parenting style involves the discouragement of behavioural excess or anti social behaviour. They give the components to good disciplinary practices which are accurate definitions of and labelling of certain behaviour as excessive anti-social, consistent tracking of those behaviour over time across settings; and the consistent and contingent use of effective but not harsh methods to inhibit those behaviour. Positive parenting, as explained by Weiss and Schwarz (1996), means the interactions between the parents and their children that foster interpersonal, academic, and work skills, and which encourage the development of normative values and standards of behaviour

According to them, students of parents who use positive parenting skills are generally less likely to have low academic performance in schools. On the other hand, students of parents who are supportive and affectionate, or are rejecting and generally negative in their attitude, are more likely to perform low academically. According to Weiss and Schwarz (1996), monitoring means parental awareness of children's peer associates, free time activities, physical where about, school awareness and performance and access. Thus, children from good monitoring parental background are generally associated with good academic performance while ineffective monitoring has been associated with poor academic performance of the students.

On problem-solving theme of parenting styles, Weiss and Schwarz (1996) explained that failure to acquire and use problem-solving strategies may facilitate the fall in the academic performances of students from such a background. Difficulties with problem-solving may be caused by ineffective parenting caused by stress associated with conflict, inappropriate modes of problem-solving passed on from parents, stress and problems at home carried over to the school environment, and problem-solving in homes that is characterized by conflict, blaming, and non-acceptance of responsibility, are associated with poor academic performance of some students.

These interactions generally correspond with the general classifications of parenting styles as authoritarian, democratic and *laissez-faire*. In the authoritarian parenting styles, children are

exposed to a kind of master-servant relationship with their parents where overly harsh, punitive with no freedom to the children take place. In a democratic parenting style, there is a kind of positive parenting where there is mutual interaction between parents and their children. In the *laissez-faire* parenting style, we have a kind of indifferent or uninvolved parenting where the parents show non-challant attitude to the activities of their children, both at home and in the school. Mandara (2006) provides a more comprehensive way of categorizing parenting according to whether they are high or low on parental demandingness and responsiveness. He gives a typology of four parenting styles: indulgent, authoritarian, authoritative, and uninvolved. Each of these parenting styles reflects different naturally-occurring patterns of parental values, practices, and behaviour as observed by Baumrind (1991). In addition, he states that the classification gives a distinct balance of responsiveness and demandingness.

Maccoby and Martin, (2000) state that indulgent parents (also referred to as "permissive" or "nondirective") are more responsive than they are demanding. To them, they are non-traditional and lenient, do not require mature behaviour, allow considerable self-regulation, and avoid confrontation (Baumrind, 1991). In addition, indulgent parents may be further divided into two types: democratic parents, who, though lenient, are more conscientious, engaged, and committed to the child, and nondirective parents. They opine that authoritarian parents are highly demanding and directive, but not responsive. They are obedience- and status-oriented, and expect their orders to be obeyed without explanation, (Baumrind, 1991). These parents provide well-ordered and structured environments with clearly-stated rules. Authoritarian parents can be divided into two types: non-authoritarian-directive, who are directive, but not intrusive or autocratic in their use of power, and authoritarian-directive, who are highly intrusive.

According to Maccoby and Martin, (2000) and Taylor, Hinton, and Wilson, (2000), authoritative parents are both demanding and responsive. They monitor and impart clear standards for their children's conduct with assertion, but not intrusive and restrictive. Their disciplinary methods are supportive, rather than punitive. They want their children to be assertive as well as socially responsible and self-regulated as well as cooperative. The unsupportive parents are low in both responsiveness and demandingness. In extreme cases,

this parenting style might encompass both rejecting-neglecting and neglectful parents, although most parents of this type fall within the normal range.

Baumrind (1991) observes that parenting style as a typology should not be a linear combination of responsiveness and demandingness. He notes that each parenting style is more than and different from the sum of its parts. In addition to differing responsiveness and demandingness, the parenting styles also differ in the extent to which they are characterized by a third dimension: psychological control. Probably that is why Weiss and Schwarz (1996) state that psychological control refers to control that attempts to intrude into the psychological and emotional development of a child through the use of parenting practices such as guilt induction, withdrawal of love, or shaming. One key difference between authoritarian and authoritative parenting is in the dimension of psychological control. Both authoritarian and authoritative parents place high demands on their children and expect their children to behave appropriately and obey parental rules. Authoritarian parents, however, expect their children to accept their judgments, values, and goals without questioning. In contrast, authoritative parents are more open to give and take with their children and make greater use of explanations. Thus, although authoritative and authoritarian parents are equally high in behavioural control, authoritative parents tend to be low in psychological control, while authoritarian parents tend to be high.

Studies have been conducted on the influence of parenting styles on students' performance. For instance, Chao (2000) and Mandara (2006) found that children from authoritative parenting style are associated with higher achievement among European Americans while those from Hispanic and African Americans parenting style is authoritarian or uninvolved, are on the average lower in achievement compared to their European Americans. Also, Stenberg, Dornbusch and Brown (2000) discovered that European American peers whose parenting style is authoritative performed better academically than their counterparts from other parenting styles. In another study conducted by Stenberg, Lamborn, Darling, Mounts and Dornbusch (2000), it was found that parenting style was a major predictor of grade point average for all children except African American children.

For the past 20 years, Baumrind conducted a series of researches to identify the parental behaviour and its association with children's behaviour. She obtained two major dimensions such as demandingness and responsiveness which are pertinent in the understanding of parenting style. Demandingness is defined as the amount or degree of control the parents attempt to exert over the child. Parental responsiveness is defined as the frequency results of the study revealed that parental acceptance and encouragement scores were positively related with academic school success and academic competence scores. However, parental control (psychological and behavioural) showed negative relationship with academic success and competence. Parents who were perceived as being more acceptant and using less restrictive and hostile psychological control tended to have adolescents with higher academic success and competence of parental interactions. It also refers to being sensitive to children's needs, warmly supportive of their efforts and broadly interested in what they are thinking, feeling and doing.

Baumrind (1967) tried to conceptualize three global styles of parenting. According to her, authoritarian parents were those who had strict ideas about discipline and behavior which were not open to discussion. They attempt to shape, control and evaluate the behaviour and attitudes of their children in accordance with an absolute set of standards. They emphasize obedience and respect of authority, work tradition and the preservation of order. Verbal give and take between parents and children was discouraged. Authoritative parents are those who have ideas about behavior and discipline which they are willing to explain and discuss with children. Parents expect mature behavior from their children. Authoritative parents are also warm and supportive. They expect appropriate behavior. They encourage bidirectional communication and verbal give -and -take. Permissive parents are those who have relaxed ideas about behavior and discipline, who are tolerant, who rarely use punishment and try to avoid using restriction and control when possible.

Researchers demonstrate that adolescents whose parents were accepting, firm and democratic (i.e. authoritative) score higher in measures of academic performance. They also found that both authoritarian and permissive parenting styles are negatively associated with grades (Lamborn, 1991; Steinberg 1992). Using adolescent report, Lamborn (1991) suggested that

adolescents who described their parents as either neglectful or indulgent had lower grades than adolescents from authoritative homes. They also scored lower as did adolescents from authoritarian families on self perceived academic competence. Some studies showed that greater parental control was associated with poorer performance (Aunola, Stattin & Nurmi, 2000). However, studies by other researchers showed a positive relationship between parental control and academic achievement (Bogels & Melick, 2004).

Parents' expectations have been investigated far less often than those of teachers and yet may be similarly influential. Indeed, Lamborn (1991) argues that parents' expectations about whether their children would go to university had more effect on students than either teacher or peer expectations.

Catsambis (2001) found that the most consistent predictors of children's academic achievement and social adjustment were parents' expectations of their child's educational attainment and satisfaction with their child's education at school. Data for this finding were collected from the sixth year evaluation of the Longitudinal Study of Children at Risk, an ongoing study of low-income, minority children in the Chicago public schools. Also, Catsambis (2001) drew a sample of 1,141 high- and low-achieving third-graders from 71 Los Angeles elementary schools and analysed parental data gathered through questionnaires. He found that parents of the high-achieving students set higher standards for their children's educational activities than parents of low-achieving students. Several of the parent'-supportiveness factors measured when the adolescents were in eighth grade had significant and lasting effects on the academic achievement in later grades in high school, as well as on post-secondary attainment. Some of the paths influencing both academic achievement in high school and post-secondary attainment involve parent expectations and include the following: the further in school parents believed their adolescents would go, the clearer the adolescents' perception of such expectations; the more time they spent on homework, the higher their academic achievement. This is in agreement with findings of Catsambis, (2001), that high educational expectations constitute a powerful way through which parents can encourage continuously the educational attainments of their adolescents in high school and beyond.

Parents' expectations have been posited as affecting student outcomes both directly through interactions with their children and indirectly through parental beliefs and perceived efficacy

in providing academic support to their children. It is conceivable that the longer a student stays at school, parent aspirations (and student self-conceptions) will alter in line with grades the student gets from teachers. In other words, originally optimistic parental expectations could decline when parents received student grades that were lower than their expectations for their children. McWhirter, (2001), however, studied parents' expectations of their grades 1-6 children's achievement and did not find a declining pattern of aspirations across the elementary grade levels even after parents received test results consistently indicating lower achievement than expected. Indeed, researchers have found high parent expectations positively influence older students' achievement and self-perceptions above what standardised test results may have indicated

The academic success is due to the children's innate abilities and reflects the advantage of being in the higher socio-economic level (Machen, Wilson & Notar 2005). Children who are economically advantaged receive enough stimulation at home thereby enhancing their academic achievement. Parents' high aspiration does have additional benefit over and above the advantages children enjoy from being capable and receiving adequate stimulation and resources. One study found that higher level of parental aspiration lowered the likelihood of academic failure during primary school by 48% compared with equally poor but low aspiring parents (Stelios, 2007; Zhao &, Akiba, 2009).

Again from the scores of the respondents, it is evident that the home/family contribute a lot to the academic performance of the students. According to Sprinthal (1987), parents provide home for the head start of children and the material for learning; when a child is deprived of the essential needs he may be found to perform poorly in his schoolwork. Parental income was also identified in this work to be a cogent factor upon which the academic success of Secondary School II Students lies. This was found to be low in the rural areas in which this study covered. Most parental income was not to be sufficient to sustain the academic and personal social life of the students in school. This, to a large extent, affects the psychological balance or homeostatic balance in the classroom, which causes low concentration, low perception, sickness and emotional disability in academic performance of the students.

Parental educational level is known as a factor that positively contributes to children's academic achievement. The educational level of parent is a powerful factor contributing to children's academic success. It has been established that generally, the educational level of parents is greatly connected to the educational attainment of their children. Parents play an immense and significant role in the academic performance of their children. Educated parents would have increased emphasis on educational excellence. Educated parents are equipped by virtue of their education to take cognizance of the fact that parent- student- school- community relationship is important in order to promote educational attainment and academic achievement of their children and so they make the partnership a priority (Okantey, 2008)

The educational levels as well as income of parents are interconnected; this is because educated parents by virtue of their educational background possess the potential for increased income. Thus, educated parents have the capacity to build bridges out of poverty and benefit from better quality of life (Okantey, 2008). Parental education which leads to good income empowers parents to give their children a solid foundation for school and life success and enables them to build up strong partnerships between parents and schools in order to sustain achievement standards. It also heightens parents' feelings of competence and confidence in guiding their children's education (Okantey, 2008).

Wilson, Smeeding and Haveman (2007) were of the opinion that parental education and occupational class are more strongly associated with students' educational attainment. It has been put forward that parents of high socio-economic status have more positive attitudes towards their children's schooling and have high expectations for the children since they have the economic empowerment to buy the advantages that money can. Money may encourage or discourage going to school.

They also found that the more active forms of parental supportiveness produce greater achievement benefits than the mere passive supportiveness, that is, if parents read and sign written communications from school and perhaps attend and listen during parent-teacher meeting, greater achievement benefits accrue than would be the case with no parent supportiveness at all. They continue that considerably greater achievements are obtained

when parents work with their children at home, attend and actively support school activities or even help out in classroom or field trips.

Furthermore this dimension of parental supportiveness occurs only when parents are invited to attend events, e.g. parent/teachers' meeting, contributing to developing school policies, or by providing money for learning resources. This is a form of direct involvement. Parents may wish to participate as helpers providing assistance on outings, running a toy library, supporting children's learning in the setting and providing indirect support at home, that is, keeping informed about what happens to their children at school, monitoring their academic progress, reading to them and providing intellectually stimulating activities for them at home and within the community. As a result of equal access to information and records, some parents may share in the diagnosis and assessment of their children, or involve in the selection of practitioners, or become practitioners. In the case of control, parents determine and implement decisions. Direct experience by learners is one of the most important determinants of attitude. Parents/guardians need to influence their children by increasing familiarity in the Economics subject, taking interest in their school work, enrolling them for extra lessons, ensuring that home work is done, acquire film and other electronic materials that can stimulate their interest in Economics based careers and enable the children to develop friendly attitude towards the economic subject. These experiences are effective in removing hostility towards schoolwork. The effectiveness with which parents are able to motivate their children to learn Economics by way of enhancing their home and school learning environments is a function of their socioeconomic status. The fact that there is a positive relationship between parental influence, which is an indices of socio-economic status of parents and the academic progress of their children, is established by Oluwatelure (2009).

Also the result that the parent expectation is a insignificant contributor to the prediction of academic performance could be understood from the point of view that an individual who knows that the parents are expecting him to do well would try to do well. This corroborates the study of Catsambis (2001) that several of the parent involvement factors measured when the adolescents were in eighth grade had significant and lasting effects on the academic achievement in later grades in high school, as well as on post-secondary attainment. Some of the paths influencing both academic achievement in high school and post-secondary

attainment involve parent expectations and include the following:- The further in school parents believed their adolescents would go, the higher the adolescents' academic achievement; The further in school parents believed their adolescents would go, the clearer the adolescents' perception of such expectations; the higher their own academic expectations, the higher their academic achievement. The further in school parents believed their adolescents would go, the clearer the adolescents' perception of such expectations, the more time they spent on homework, the higher their academic achievement. In agreement with findings from other studies (Catsambis, 2001), high educational expectations constitute a powerful way through which parents can encourage continuously the educational attainments of their adolescents in high school and beyond.

2.4 Self-Regulation and Learning Outcome

The construct of self-regulation has emerged as a central theme in the study of academic learning. Self-regulation can be defined as self-generated thoughts, feelings, and actions for attaining academic goals (Zimmerman, 2002). Pintrich and Zusho (2002) extend this definition highlighting that self-regulated learners regulate and control their cognition, motivation, and behavior to obtain set goals guided and constrained by both personal characteristics and the contextual features in the environment. Researchers are in agreement that students who possess the ability to self-regulate their own learning differ in a variety of dramatic ways from those who lack the ability to self-regulate their learning. Self-regulated learners set goals, successfully manage motivation, and affect and apply strategies consistently and effectively (Winne, 2000).

Educational psychologists have provided rich descriptions of self-regulated learning. Winne (2001) describes self-regulated learning as an inherently constructive and self-directed process. According to Pintrich (2000) self-regulation or self-regulated learning is an active constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behaviour, guided and constrained by their goals and the contextual features in the environment Pintrich self-regulation strategies are as follows; (1) cognitive learning strategies (rehearsals, elaboration, and organization strategies). (2) self-regulated learning strategies to control (planning, monitoring and regulating strategies). (3) resource management strategies (managing and controlling time,

effort and their environment). Wolters (1999) supports Pintrich's definition and he points that one of the most important issues in self-regulated learning is that students can select, combine and use cognitive strategies effectively.

Zimmerman (1989) defines comprehensively the characteristics of self-regulated learners as follows: They are metacognitively motivationally and behaviorally active in their own learning process. In this sense, self-regulation refers to different students' thoughts and behaviors to reach their learning goals. Self-regulated learners follow activities such as attending to instruction, processing information, relating new knowledge to prior knowledge, making rehearsals, improving social relations and arranging environment in order to reach learning goals. These aspects of self-regulation can be observed in the model suggested by Zimmerman, Bonner and Kovach (1996). This model involves four interrelated processes that are defined below:

1. Self-evaluation and monitoring occur when students judge their personal effectiveness through observations and recordings of prior performances against to outcomes.
2. Goal setting and strategic planning occur when students analyze the learning task, set specific learning goals, and plan or refine the strategy to attain the goal.
3. Strategy-implementation monitoring occurs when students try to execute a strategy in structured contexts and to monitor their accuracy in implementing it.
4. Strategic-outcome monitoring occurs when students focus their attention on links between learning outcomes and strategic processes to determine effectiveness.

In the model, students monitor and evaluate their learning performance on a task. Self-evaluation improves and includes keeping performance records. Secondly, students analyze the learning task, set goals, plan and refine a learning strategy. If students have little knowledge about a task and they can not set goals or use effective learning strategies. Thirdly, students implement the strategies they select and take feedback from peers, teachers and themselves. Students use new strategies when their strategies are ineffective. Finally, students evaluate their performance outcomes and effectiveness of their strategies. They change their strategies if they are ineffective. The model of self-regulation including self-evaluation and monitoring, goal setting and strategic planning, strategy implementation, strategy outcome

monitoring can be embedded within mathematics instruction in elementary schools in order to increase children's achievement in and attitudes towards mathematics. In the social cognitive theoretical framework, learners do not use self-regulation strategies equally in all domains. Although self-regulation processes (e.g. monitoring, planning and goal setting) are general, learners must adapt these processes to specific domains such as mathematics and use them effectively. Moreover, self-regulation is related to context of the learning materials (Schunk, 2001). This situational specificity is pointed in Zimmerman's (1998) conceptual framework comprising six areas in which one can use self-regulatory processes; motives, methods, time, outcomes, physical environment, and social environment. Self-regulated learners can choose one or more of these areas. Students can learn a task when they use this process. Also, they benefit from some external factors (i.e. teachers, parents, and computers).

Most self-regulated learning definitions and models include strategies, processes, responses used by students to improve their academic achievement. Self-regulated learning is defined as a covert process in cognitive issues of self-regulated learning and as overt responses in behaviorist view of self-regulated learning. In all definitions, all of the students aim to improve their academic achievement by using self-regulated processes (Zimmerman, 2001). Pintrich (2000) utilizes a four phase model as a heuristic that incorporates the processes common among models of self-regulation. Phase One involves planning and goal setting as well as the assessment of one's prior knowledge in relation to the task at hand. Phase Two focuses on various monitoring processes that represent metacognitive awareness. Phase Three involves control/regulation of different aspects of oneself and the task in context. Phase Four represents one's reactions or reflections of the process. Pintrich (2000) stated that the awareness and control/regulation processes involved in stages Two and Three are key developmental outcomes during the course of schooling.

Self-regulation includes skills such as monitoring, organizing, self-consequating, and help-seeking behaviour. Because self-regulation is viewed as a method to aid learners in being successful in academics, many researchers have examined instructional strategies to facilitate self-regulation whether in online environments (Cennamo, & Ross, 2000; Cennamo, Ross, & Rogers, 2002; King, Harner, & Brown, 2000; McMahon & Luca, 2001; McMahon & Oliver, 2001), or with developmental learners (Young & Ley, 2002). Researchers agree that self-

regulation is beneficial to learner achievement but they have differing views of the construct, its indicators, and the methods to measure those indicators. In an introductory chapter of a book about various theoretical frameworks, Zimmerman (2001) defined self-regulation as the “the degree to which students are metacognitively, motivationally, and behaviorally active participants in their learning process. These students self-generate thoughts, feelings, and actions to attain their learning goals. This definition is still too broad to attach exact indicators of self-regulation. Schunk and Zimmerman stated that “self-regulation refers to learners’ self-generated thoughts, feelings, and actions which are systematically oriented toward attainment of their goals.

The term self-regulation can be used to describe learning that is guided by metacognition (thinking about one's thinking), strategic action (planning, monitoring, and evaluating personal progress against a standard), and motivation to learn (Boekaerts & Corno, 2005; Perry, Phillips, & Hutchinson, 2006; Winne & Perry, 2000). In particular, self-regulated learners are cognizant of their academic strengths and weaknesses, and they have a repertoire of strategies they appropriately apply to tackle the day-to-day challenges of academic tasks. These learners hold incremental beliefs about intelligence (as opposed to fixed views of intelligence) and attribute their successes or failures to factors (e.g., effort expended on a task, effective use of strategies) within their control (Dweck, 2002). Finally, students who are self-regulated learners believe that opportunities to take on challenging tasks, practice their learning, develop a deep understanding of subject matter, and exert effort will give rise to academic success. In part, these characteristics may help to explain why self-regulated learners usually exhibit a high sense of self-efficacy (Pintrich & Schunk, 2002). In the educational psychology literature, researchers have linked these characteristics to success in and beyond school (Corno, 2002; Pintrich, 2000; Winne & Perry, 2000).

Self-regulation from the Social Cognitive Perspective looks at the triadic interaction between the person (e.g., beliefs about success), his or her behaviour (e.g., engaging in a task), and the environment (e.g., feedback from a teacher). Zimmerman, (2001) specified three important characteristics of self-regulated learning:

- self-observation (monitoring one's activities);
- self-judgment (self-evaluation of one's performance) and

- self-reactions (reactions to performance outcomes).

To the extent that one accurately reflects on his or her progress toward a learning goal, and appropriately adjusts his or her actions to maximize performance, he or she has effectively self-regulated. During a student's school career the primary goal of teachers is to produce self-regulated learners by using such theories as Information Processing Model (IPM). By storing the information into long term memory the learner can retrieve it upon demand and apply to tasks, becoming a self-regulated learner.

In literature, there are relationships among self-regulated learning behaviours and academic achievement in and attitude towards Economics. (Winne & Perry, 2000) examined a self-regulated training program for gifted students who are under achieving. In the study, the training program developed by Zimmerman et. al., (1996) was conducted within the framework of regular classroom instruction over a six-week period. The results showed that the training was effective for increasing achievement. Zimmerman (2002) examined self-regulation and academic achievement of high school students. They found that the cognitive self-regulation strategies of organizing and transforming proved to be significant predictor of the students' course grades.

Zimmerman (2001) investigated the relations between classroom control, self-regulation strategies and academic achievement. In this study, they found that the achievement of the students was positively associated with self-regulated learning, as well as with intrinsic motivation and cognitive strategies. Zimmerman and Schunk (2001) investigated a standardized diary approach with time-series analysis methods to investigate the process of self-regulated learning by adaption of Zimmerman's self-regulated learning model (consisting of four weekly training sessions). The results indicated that interrupted time series analyses and control group comparisons confirmed the essential treatment effects and a significant improvement in self-regulatory behavior. The study revealed that the students in the experimental group made more improvement in self-efficacy, effort to learn and handling distractions than students in the control group. Furthermore, teaching self-regulated learning strategies can increase not only academic achievement but also self-regulated learning skills of students.

Chan and Moore (2006) found that greater strategic knowledge and use are likely to lead subsequent higher achievement. Sundre and Kitsantas (2004) supported the result of the study. They found that self-regulation strategy use yielded a significant coefficient for prediction of consequential multiple-choice test performance. These results contribute to current theories of self-regulation and motivation, because self-regulation was shown to be a strong predictor of achievement when operationalised by a high demand of task, and essay writing. Research literature has pointed out that self-regulated learning is correlated to academic achievement of the students in different learning context. Teaching self-regulated learning to elementary school students can lead to an increase in their academic achievement. In addition, classroom teachers can solve learning problems of their students by implementing self-regulated learning activities.

2.5 Self-Efficacy and Learning Outcome

Self-efficacy is defined as an individual's belief in one's ability to acquire new information or complete a task or activity to a prescribed level of performance. Bandura (2000) says it is a major construct within social cognitive theory and a primary focus of the current study. Social cognitive theory posits that achievement is dependent on the interaction of personal thoughts and beliefs, behaviour, and the conditions present in the environment (Bandura, 2000, 2001). According to Bandura (1977), self-efficacy is the judgment of one's capability to perform activities within a particular domain and has a strong influence on learner achievement. Learners gain self-efficacy within a particular domain through four primary sources: (1) enactive mastery, where the learners master the domain through personal experiences, (2) vicarious learning, where the learners gain information through observing the experiences of others, (3) verbal persuasion, in which learners are encouraged by others, and (4) emotional arousal, where the learners develop strong feelings toward the domain (Bandura, 1997). Of these four sources of self-efficacy, enactive mastery has the greatest effect on learner self-efficacy. Through personal experiences, learners develop feelings about their ability to accomplish tasks, or self-efficacy, within a particular domain. Past experiences are primary sources of a person's self-efficacy, and may be manifested in a learner's prior knowledge of a domain.

In their study, Jung and Sosik (2003) found that efficacious learners persisted in academic tasks despite being told that they did not succeed at their task. However, if the learner does not feel efficacious, he/she will be more likely to discontinue the activity. Baker (2001) describes an even broader effect of self-efficacy through his findings that perceived efficacy not only contributes to memory performance directly, but also indirectly by enhancing persistence. Learners not only perform well because they believed they could, but they were more persistent in their task. This persistence led to more time on task, which also led to greater achievement.

In order to regulate cognition and learning effectively, students must develop a sense of self-efficacy. Self-efficacy is hypothesized to affect individual choice regarding activities, effort, persistence, and achievement (Schunk, 1995). Highly efficacious students read more (Wigfield, Eccles & Paintrich 1996) with greater comprehension (Pajares 1996). The development of self-efficacy begins in the student's family environment and progresses with age, due partly to exposure to models and the sense of progress that comes from mastery experiences (Bandura, 2000).

Self-efficacy which refers to a person's judgment of own capabilities to organize and execute courses of action required to attain designated type of performance has also been found to be a major contributor to an individual's academic achievement (Bandura, 2000). Self-efficacy reflects students' judgments of their capability to accomplish specific tasks; it is also a crucial variable in the learning and performance of social, cognitive and motor skills, strategies and behaviour. From the studies of Covington, (2000), (2001) it could be concluded that self-efficacy plays a critical role in educational achievement. Compared with students who doubt their learning capabilities, those who feel efficacious for learning or performing a task participate more readily, persist longer when they encounter difficulties and achieve at a higher level (Adeyemo 2008, Aremu & Ogbuagu 2005; Covington, 2000).

Self-efficacy refers to an individual's expectancy in his or her capability to organize and execute the behaviour needed to successfully complete a task (Bandura, 1996; Schunk, 1991). Self-efficacy beliefs can determine how people feel, think, motivate themselves, and act. Bandura points out that, the basis of self-efficacy there lies a mechanism of changing, continuing and generalizing of behavior (Bandura, 1997).

Self-efficacy beliefs affect behaviour through important means. Self-efficacy beliefs effect choices of persons about whether they would be in similar occupational activities in the future or not (Turner & Shallert, 2001). These beliefs do not only affect the choice of activities but also help persons in determining how much they would strive for achievement, how long they would exert themselves against difficulties, and how they would handle troubles and maintain their course (Bandura, 1996; Pajares, 2002). In the case of education, self-efficacy is seen to be related with effort, persistence and achievement. Chemers, Hu and Garcia (2001), in their work on Mathematical problem- solving, have shown that children with higher self-efficacy strived for longer periods and used more effective problem solving strategies than students with lower self-efficacy.

Researches show that self-efficacy beliefs have positive effects on student motivation and achievement (Pajares & Miller, 1994; Pintrich & De Groot, 1990, and Zimmerman, Bandura & Martinez-Pons, 1992). For example, Pintrich and De Groot (1990), reported that academic self-efficacy positively correlated to various outcome measures such as grades seatwork performances, scores on exams and seat work performances, scores on exams and quizzes, and quality of essay and reports. Researchers have established that self-efficacy is a strong predictor of academic performance. Multon, Brown, and Lent, (1991) (cited in Chemers et al, 2001) found that self-efficacy was related both to academic performance and to persistence. In the same context, Pajares and Kranzler's (1995) study has demonstrated that the direct effect of Mathematics self-efficacy on Mathematics performance was as strong as was the effect of general mental ability.

Schunk (1991) states that individuals who have a high sense of self-efficacy for accomplishing a task work harder and persist longer when they encounter difficulties, whereas those who do not feel efficacious may quit or avoid a task. Bandura (1994) stated that self-efficacy beliefs play a key role in the self-regulation of motivation. According to Bandura, people motivate themselves and they form beliefs about what they can do, they set goals for themselves and plan courses of action designed to realize valued futures.

Researchers in academic domain have studied the relationship among self-efficacy and other motivational constructs such as self-regulation (Pintrich & De Groot, 1990; Zimmerman &

Martinez-Pons, 1990) and goal orientation (Middleton & Midgley, 1997; Pajares, Britner & Valiante, 2000). In academic contexts, self-regulation refers to processes that involve the activation and maintenance of cognitions, behaviour and effects which are systematically oriented toward the attainment of goals (Zimmerman, 1989; Schunk, 1989). According to Butler and Winne (1995) self-regulation is a learning style for students comprising of strong abilities like setting goals for developing knowledge, and choosing balancing strategies against unwanted situations by determining goals. And self-regulated students are aware of their knowledge, their beliefs, motivation, and qualities of their cognitive processes. Kovach (2000) stated that self-regulated learners set academic goals, select appropriate learning strategies to achieve these goals, and continually monitor goal progress. Self-efficacy is related to self-regulated learning variables. Findings in this area suggest that students with stronger self-efficacy make better use of cognitive strategies and self-regulatory practices and persist longer than those who do not.

In this area, Pintrich and De Groot (1990) suggested that academic self-efficacy beliefs were positively related to intrinsic value and cognitive and self-regulatory strategy use. Zimmerman and Martinez-Pons (1990) reported that there is a positive relation between self-efficacy and self-regulation strategies. The finding that self-efficacy is a potent contributor to the prediction of students' academic achievement is best understood when it is realized that students who are efficacious tend to adjust in all ramifications and tackle academic problems with vigour as to achieve high as the ultimate goal. Zimmerman (2002) found that self-efficacy significantly predicts academic achievement of Secondary School students. Further, the study is in line with Zimmerman and Schunk (2001) that self-efficacy affects academic achievement directly and indirectly through its influence on goals.

This contribution of self-efficacy to academic achievement is obvious because self-efficacy which refers to a person's judgment of his or her own capabilities to organize and execute courses of action required attaining designated type of performance and have been found to be a major contributor to an individual's academic achievement (Bandura, 2000). Self-efficacy reflects students' judgments of their capability to accomplish specific tasks; it is also a crucial variable in the learning and performance of social, cognitive and motor skills, strategies and behaviours. From the studies of Covington, (2000), it can be concluded that self-efficacy

plays a critical role in educational achievement. Compared with students who doubt their learning capabilities, those who feel efficacious for learning or performing a task participate more readily, persist longer when they encounter difficulties and achieve at a higher level (Adeyemo, 2008; Aremu & Ogbuagu 2005; Covington, 2000).

The effect of self-efficacy on an individual's academic achievement is not surprising considering the fact that self-efficacy deals with the level of confidence individuals have in their ability to execute certain courses of action or achieve specific outcomes especially in relation to academic achievement. It is established that a student who can understand own capability will be able to diagnosis own problem and seek for solution (Bandura, 1997). The better performance of this group could be explained in terms of participants' exposure to self efficacy skills of observation, motivation, self regulation, attribution, goal setting and feedback through self efficacy training. A strong sense of efficacy enhances human accomplishment and personal well-being in many ways. People with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided. They set themselves challenging goals and maintain strong commitment to them. They heighten and sustain their efforts in the face of failure. They quickly recover their sense of efficacy after failures or setbacks. They attribute failure to insufficient effort or deficient knowledge and skills which are acquirable. They approach threatening situations with assurance that they can exercise control over them. Such an efficacious outlook produces personal accomplishments, reduces stress, lowers vulnerability to depression and enhances academic achievement (Bandura, 2000). In contrast, people who doubt their capabilities shy away from difficult tasks which they view as personal threats. They have low aspiration and weak commitment to the goals they choose to pursue. When faced with difficult task, they dwell on their personal deficiencies, on the obstacles they will encounter and on all kinds of adverse outcomes rather than concentrate on how to perform successfully. They give up quickly in the face of difficulties and easily fall to stress and depression (Adeyemo, 2008).

Bandura (1997) reported that self-efficacy ultimately determines how an individual behaves, thinks and becomes motivated to be involved with particular roles especially academic performance. Self-efficacy also plays a critical role in an individual's educational achievement (Aremu & Ogbuagu, 2005). Researches in the field of education and in particular in the role

of self-efficacy on academic achievement have shown positive correlation with performance attainment (Bandura 2000; Covington, 2000; Pajares, 2005). Zimmerman (2002) also found that self- efficacy is a crucial variable in learning and performance in his study on the importance of ability and non- cognition variables in predicting college success. On the whole, the improvement in the academic achievement of participants in Economics of the students exposed to self efficacy training may not be unrelated to the enhancement of their skills through their exposure to the training.

The result that self-regulation is a significant contribution to the prediction of academic achievement could be understood from the view that a student who sees himself/herself as being capable to initiate, direct, monitor and adjust his/her classroom performance is likely to work hard to attain an acceptable level of academic achievement. The student possessing good self-regulatory skills recognizes the importance of instructions monitors his own progress, seeks instruction when he has difficulty, is actively involved in classroom activities and at the end, comes out with high level academic achievement.

2.6 Students Attitude towards Economics and Academic Achievement

Attitude is a concept which arises from the attempt to account for the observed regularities in the behavior of individual persons, the quality of which is judged from the observed evaluative responses one tends to make. An individual can show positive or negative attitude towards a particular object, subject or idea. Attitudes are learned prepositions to respond in a consistently favourable or unfavourable manner with respect to a given object (Fishbein & Ajzen, 1981). It represents covert feelings of favourability or unfavourability toward an object, person, issue or behaviour. According to Fishbein and Ajzen (1981), attitude is related to academic achievement since attitudes are learned over time by being in contact with the subject area. Information about the subject area is received through instruction and consequently attitude is developed. Moreover, if a person is favourably predisposed toward an academic course, that favourable disposition should lead to favourable behaviour like academic achievement. Achievement on the other hand, is a measure of what a person has learned within or up to a given time.

According to Bandura (1977), attitude is often used in conjunction with motivation to achieve. It is how capable people judge themselves to perform a task successfully. Moreover, extensive evidence and documentation were provided for the conclusion that attitude is a key factor in the extent to which people can bring about significant outcomes in their lives. The relationship between attitude and academic achievement is best summed up by Bandura (1977).

The evidence is relatively consistent in showing that efficacy beliefs (such as attitude) contribute significantly to the level of motivation and academic achievement. They predict not only the behavioural changes accompanying different environmental influences, and even variation within the same individual in the tasks performed and those shunned or attempted but failed (Bandura, 1977).

Aiken (1970) referred to attitude as a learned predisposition or tendency on the part of an individual to respond positively to some object, situation, concept, or another person. McLeod (1992) adds that it is the positive or negative feeling is of moderate intensity and reasonable stability. Neale (1996) defined attitude towards a subject as an aggregated measure of a liking or disliking of the subject, a tendency to engage in or avoid activities of the subject, a belief that one is good or bad at the subject, and a belief that the subject is useful or useless. In a more objective term, attitude may be said to connote response consistency with regards to certain categories of stimuli (Anastasi, 1997). In actual practice, attitude has been most frequently associated with emotionally-toned responses (Anastasi, 1997). Zimbardo and Leippe (1991) defined attitude as favourable or unfavourable evaluative reasons whether exhibited in beliefs, feelings, or inclinations to act towards something.

According to Myres (1996) attitude is commonly referred to as beliefs and feelings related to a person or event and resulting behaviour. This means that when individuals have to respond quickly to something, the feeling can guide the way one reacts. Psychologists agree that knowing people's attitude is to predict their actions. Attitude involves evaluations. Attitude is an association between an object and our evaluation of it. When this association is strong, the attitude becomes accessible. Encountering the objects call up the associated evaluation towards it. One acquires attitude in a manner that makes them sometimes potent, sometimes

not. She concludes that attitudes predict actions if other influences are minimized, if it is specific to the action and it is potent.

Kind (2007) viewed attitude as having different components which includes cognitive (knowledge, beliefs and ideas); affective (feeling, like, dislike,) and behavioural (tendency towards an action). The attitude that one has towards an object makes one to make judgment as to whether the object is good or bad, harmful or beneficial, pleasant or unpleasant, important or unimportant, Crano and Prislin (2006).

There is considerable evidence to support the contention that attitude and beliefs contribute to academic achievement by enhancing the motivation to achieve (Bandura, 1977). Also, Schunk (1989) in a number of studies had shown that children with the same level of intellectual capability differ in their performance as a function of their level of attitude. Due to the great influence of attitude on educational pursuits, it is worthwhile to identify the determinants of attitude towards a particular object, subject or idea, the chief of which are hereditary factors, body, state, direct experience and communication. Hereditary factors (that is, inheritance from parents) form the basis of all human activities including developing of attitude as well as learning. Sometimes unconsciously, parents and guardians through non-verbal communications transfer their fear, likes and dislikes to children via bodily movements and facial expression. Children who are academically successful hold positive attitude about school and are well adjusted emotionally and socially (Jeynes, 2005).

Several studies have shown that positive attitudes are conducive to good performance (Schreiber, 2000). A number of researchers have demonstrated that there is a significant correlation between attitude and achievement (Papanastasiou, 2002). However, it cannot be concluded that positive attitude always causes high achievement in Economics. For example, Hodgins (2001) showed that on average, a small number of pupils who were not good enough in Economics obtained high scores in the attitude test. Another study suggested that extremely positive or negative attitudes tend to predict Economics achievement better than more neutral attitudes (Benedict, & Hoag, 2002). Karstensson, and Veddard, (2002) examined the relationship among factors such as students' attitude toward learning Economics, students' Economical creativity and students' school grades and their effect on achievement in

Economics. They found out that the best predictor was the students' attitude toward learning Economics.

Ghanbarzadeh (2001) and Scott (2001) have reported that although there is a relation between attitude and achievement. This relation should not be considered definite. Hence, being merely aware of an individual's attitude towards a subject is a weak predictor of his subsequent performance (Ghanbarzadeh, 2001). Accordingly, several researchers have reported no relation between attitude and achievement. Research has shown that a large number of students' performances are affected by their attitudes towards specific subjects, education and academics in general (Bowen & Richman, 2000). It has been suggested that when students demonstrate weak commitment to their academics, then they are bound to under-perform. Additionally, some students with an unrealistic view of themselves may perform poorly too. For instance, those who tend to be over-confident or naïve about the requirements of their academics may register very poor performance. (Broughton, 2003).

Conversely, when students do not believe in themselves or when they have low self-confidence, the chances are that they will under-achieve (Powers, 2006). Sometimes some students may think of themselves as people who cannot control their own destiny. They imagine that they are victims of the system and this can lead to academic failure. In other scenarios, some students may be too proud to ask for help when they encounter a problem in their studies. (Bowen & Richman, 2000) Also, some students find it difficult to grow or develop because they tend to resist change and this impedes their academic progress. In other situations, a student may not work well in groups yet this is a necessary part of the academic environment. Lastly, some students tend to avoid those areas where they perform poorly such as in science or Mathematics.

Research carried out by Benedict and Hoag (2002) found that more than 38 percent of their sample was worried about taking Economics. Male students were found to be less worried than female students and business students were found less worried compared to non-business students. Moreover, Broughton (2003) stated that attitude towards Economics could also be influenced by informational messages about performance in Economics. Positive attitude and perception towards Economics can be created if their seniors provide constructive information

on the subject and performed well in Economics. It can also lessen the level of apprehensiveness so that the students can enjoy the lesson more. As a result, it looks like the less apprehensive the students are, the more they will enjoy the subject, and the greater they will perform in Economics. Many researchers (Anderson, Benjamin & Fuss 1994; Brasfield, 1993; Durden & Ellis, 1995; Myatt & Waddel, 1990) discovered a positive and significant relationship between exposures to high school Economics to students' grades in college principles courses. Nonetheless, contrasting to other literatures, Ballard and Johnson (2004), Palmer *et al.* (1979) and Reid (1983) managed to demonstrate that previous study in Economics had a negative or no impact at all on students' performance.

Phipps and Clark (1993) implemented factor analysis to the 28-item Survey on Economic Attitudes (SEA) in order to gain insight into the dimensions of attitude towards Economics. They indicated that the application of factor analysis was an appropriate method for determining attitude dimensions according to the results of the analysis. They discovered that there were three dimensions influenced directly to high school students' attitudes toward Economics - enjoyment of Economics subject, usefulness of Economics, and difficulty of Economics. Their factor, score analysis, also identified that females enjoy Economics relatively less than males, but were not significantly different from males regarding perceived difficulty or attitude toward usefulness.

Mogab and Sellers (2004) highlighted that in order to perform well in Economics, it is crucial for students to have four cognitive skills (knowledge, comprehension, application and analysis). They also presumed that the introductory Economics courses have become one of the most difficult courses because of the three aspects needed in mastering the subject: theories, analysis and application. In Economics education literatures, most of us can find lots of research underlined the importance of Math skills and basic Economics to be mastered by students to do well in Economics courses. Ballard and Johnson (2004) for instance, found that the Math test scores had a strong and significant effect on performance in the Economics course. The outcome was further confirmed when they found that students who were required to take a remedial Math course did considerably worse in the Economics course than did students who were not required to take the remedial Math course. The result is similar to other

literatures like (Broughton, 2003), that found that performance in GSCE Mathematics exercise has no strong influence on A-level achievement in Economics.

It is also very important for students to have the right attitudes and perceptions toward Economics courses in order for them to excel in Economics. These would help them to gain knowledge of Economics in a more enjoyable manner; and ultimately ease the learning process. This is proven by Ballard and Johnson (2004) in their study on students' attitudes. They found a statistically significant and positive relationship between students' pre-course attitude and the course grade in Economics when scrutinizing students' interest in the subject and its usefulness to college and post-college work.

2.7 Theoretical Background

Considerable theories have focused on aspects of parenting behaviour and the parent-child relationship in order to understand many ways in which parents influence their children's functioning. Researchers have found correlations between parenting and a range of child outcome including academic success, moral development, emotion regulation and social competence (Baumrind & Black, 1967; Davidor & Grusec, 2006, Laible, 2004; Spera, 2005). The present study is guided by the following theories:

1. Social Mold Model; and

2.7.1 Social Cognitive Theory

Social cognitive theory (Bandura, 1997) has provided a theoretical basis for the development of a model of self-regulated learning in which personal, contextual behavioral factors interact in such a way as to give students an opportunity to control the learning within this framework.

Current views of cognitive development stress that the construction of knowledge varies as a function of an individual's developmental level and experiences (Meece, 1997). These variables focus on changes in processing functions; for example, attention, encoding retrieval, metacognition, use of strategies.

In similar fashion, contemporary motivation theories focus on the cognitive and affective processes that instigate, direct and sustain human action. Researchers investigate the operation of such processes as goals, expectations, attributions, values, and emotions (Pintrich & Schunk, 1998).

2.7.2 Summary and Gaps in the Existing Literature

Literature reveals that there are numerous parental factors that influence a student's capability to achieve academically, and a shared role of these parental factors maximizes each student's unique potential to achieve. These parental factors, that is, parental socioeconomic status, supportiveness, and expectation, have been shown to be strong predictors of intelligence and academic achievement scores (Gonzalez, 2001). Also, self-regulation of cognition and behaviour is an important aspect of student learning and academic performance in the classroom context (Corno & Mandinach, 1983; Corno & Rohrkemper, 1985). Research has also shown that students' self-efficacy perceptions are related to students' self-monitoring (Kuhl, 1985; Pearl, Bryan & Herzog, 1983) and students' academic achievement (Schunk, 1995). However, little attention has been devoted to the relation between self-efficacy, self-regulation and students' achievement. This is what the present investigation intends to unravel.

Reviewed literature showed that parental factors and students' psycho-social factors improve students' academic achievement. However, a few studies have explored the relationship between parenting behaviour and school performance among young children. Gaps thus not filled in existing literature are the relationship among parental factors, students' psycho-social factors and the students' academic achievement. Also, from the reviewed literature, many of these studies have focused on other subjects only few of the studies have focused on Economics.

CHAPTER THREE

METHODOLOGY

This chapter describes the steps taken in carrying out the study. These include the type of research design, the variables in the study, the population, sample and sampling procedures, instrumentation, data collection procedure and method of data analysis.

3.1 Research Design

The study is a survey design using a correlational approach. This is because the study is a relational study showing the relationships among parent factors, students' psycho-social variables and students' performance in Economics in secondary schools.

3.2 Variables of the Study

Independent variables

1. Parent Factors

A – Parents' Socio-Economic Status:

B - Parents' Supportiveness

C - Parents' Expectation

2. Student Psycho-Social Variables

1. Students' perception of their parents supportiveness
2. Students' self-regulation
3. Students' self-efficacy

Dependent variables

1. Student Learning Outcomes

A. Students' Achievement in Economics

B. Students' Attitude to Economics

3.3 Study Population

The subjects for this study consisted of all the Senior Secondary School students drawn from 287 secondary schools in Enugu State. Senior Secondary School students Class II was used for this study. This class was used because a large proportion of the syllabus in this subject

would have been covered with the students. Also, the class is not preparing for any immediate external examination; hence the study is not likely to disrupt their normal class work.

3.4 Sampling Procedures and Samples

A multistage sampling technique was used to select the sample for this study. At the state level, all the six educational zones were used. The six educational zones consist of seventeen Local Government Areas (LGAs) in Enugu state. At the local government level, 20% of the total number of schools in each of the seventeen LGAs was used in order to arrive at a sample proportional to the number of schools in each of the seventeen LGAs. In all, 46 schools, out of 287 schools were included in the sample (Table 2).

Table 2 Schools Representations

Zones	LGA	Total number of schools	Number of school selected
Agbani	1. Enugu South	18	3
	2. Nkanu East	17	3
	3. Nkanu West	11	2
Awgu	4. Aninri	14	3
	5. Awgu	26	3
	6. Oji River	11	2
Enugu	7. Enugu East	13	2
	8. Enugu North	14	3
	9. Isi-Uzo	8	2
Nsukka	10. Igbo-Etiti	15	3
	11. Nsukka	32	4
	12. Uzo-Uwani	13	2
Obollo-Affor	13. Igbo-Eze North	21	3
	14. Igbo – Eze South	10	2
	15. Udenu	4	3
Udi	16. Ezeagu	28	3
	17. Udi	22	3
		287	46

Simple random sampling (balloting) was however used to select one arm of SS II class that was used, if more than one arm exists in a secondary school. Where students in the arm selected are more than 40, random sampling method was also used to select 40 out of the total number of students in the class. The total number of students for this study was 1,350. Also 1350 parents were used for this study. These parents were selected just because they are the parents of the selected students.

3.5 Instrumentation

For the purpose of collecting data and providing answers to the research questions, the following research instruments have been designed for the study.

- (i) Parents' Questionnaire (PQ)
- (ii) Students' Perception of their Parents Supportiveness Scale (SPS)
- (iii) Students Questionnaire (SQ)
 - (a) Students' self-regulation Scale (SSRS)
 - (b) Students' self-efficacy scale (SSES)
- (iv) Economics Achievement Test (EAT)
- (v) Students' Attitude towards Economics Scale(SATEC)

1. Parents' Questionnaire (PQ)

The parents' questionnaire was designed and constructed by the researcher to seek information on the parent factors. The instrument is made up of three sections. Section A consists of Parents' demographic information which include: sex of parent, age, marital status, family size, family income and educational background of the parent. Section B focuses on the parents support. Each item was rated using 3-point rating scale ranging from 1 to 3 (very regularly, regularly and not regularly). Section C focuses on the parents expectation on their children's performance. It contains 10 items and each was rated using 3-point rating scale ranging from 1 to 3. The reliability coefficient of 0.710 was determined by Cronbach Alpha.

2. Students' Perception Scale (SPS)

The instrument was designed by the researcher to elicit information on the perception of the students about the supportiveness of their parents. It consists of two sections. Section A

consists of students' demographic information while section B contains 21 items on students perception of their parents supportiveness. The students rated the items on the 3-point rating scale. The reliability coefficient of 0.652 was determined using the Cronbach Alpha.

3. Economics Achievement Test (EAT)

The development of EAT involved the preparation, writing and ascertaining correct alternative options of the items since the multiple-choice type of test was used for the study. The items were constructed from the selected topics in Economics that the students would have covered at the end of second term in SS II. The items were categorized under knowledge, comprehension and higher thinking according to Blooms taxonomy (1980). The instrument was given to six SSII Economics teachers in secondary schools for vetting, to make sure that the content, language and complexity of the test is appropriate for the students in SSII. Their suggestions and recommendations were welcome and after necessary adjustments, guided by the attached test blue print 100 items were selected. The resulting 100 items were used for pilot testing on a sample of SSII Economics students in schools, which were not part of the students that were used for the final collection of data. The purpose of the pilot testing is to enable us undertake the item analysis. Forty items with 4 options A, B, C and D were eventually selected for the study only items whose difficulty index not exceed 0.3 and their error of measurement not exceed 0.15 were selected. The correct answer attracted 2.5 marks and the total mark obtainable is 100 marks. The reliability index of 0.699 was determined using Kuder Richardson formula 20. Two hundred students in the similar schools but were not part of the study were involved.

4. Students' Questionnaire (SQ)

Students' Questionnaire (SQ) is designed and constructed by the researcher to elicit information on students' personality variables (self-regulation and self-efficacy). This instrument has four sections; Section A elicited information on biodata, Section B focused on the self-regulation variable, containing 19 items and the students rated each item using 4-point rating scale ranging from 1-4 ('very true of me', 'true of me', 'somehow true' and 'not true of me'). Section C focused on the self-efficacy variable, containing 22 items and the students rated each item using a 4-point rating scale ranging from 1-4 (very true of me, true of me,

some how true of me and not true of me). The reliability coefficient of 0.737 was determined using the Cronbach Alpha.

5. Students Attitude Towards Economics (SATE)

The instrument was designed by the researcher to elicit information from the students. The intention was to get information from the student on their attitude towards Economics. This instrument consists of 29 items with four options ranging from 1 – 4 ('Strongly Agree', 'Agree', 'Disagree' and 'Strongly Disagree'). The reliability coefficient of 0.82 was determined using the Cronbach Alpha.

3.6 Validation of the Instruments

The content validity of the instruments was established using some experts from the Institute of Education, University of Ibadan. Suggestions made by the experts were incorporated. The corrected versions were then administered to 200 students in some secondary schools that were not used for the study. Cronbach Alpha was used to establish reliability coefficient of all the instruments apart from the achievement test which was determined by Kuder Richardson formula 20.

3.7 Method of Data Analysis

The data collected through the questionnaires and the achievement test were collated and analysed using multiple regression analysis. Multiple regression analysis was used to determine the relationship between the independent and dependent variables (that is, research questions 1 to 4). T- test was also utilized to test the hypotheses at 0.05 level of significance

3.8 Data Collection Procedure

The investigator trained ten (10) research assistants who were knowledgeable enough to master the technicalities of using the instrument to collect the required data. The investigator and research assistants directly used the instruments to collect the required data and this exercise lasted for six weeks. Students' questionnaires and the achievement test were completed in the classroom during normal class hours and administered by the investigator

and the research assistants supported by the teachers and head of units at each secondary school used.

For the parents' questionnaire, the addresses of the particular students used were collected. Visits were made to 1095 homes of the participants and questionnaire administered to their parents. In the rural areas where accessibility was difficult, we suggested to the principals of such schools to call a Parents-Teachers Association (PTA) meeting which lasted averagely for two and half hours each time they were able to come for the meeting . A moderate token was given which covered transport fare and light refreshments. Several attempts were made to get the parents to the PTA meeting and finally we were able to get 265 parents and because they were not literate enough so as to respond adequately to the questionnaire, we help them to record their responses.

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CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents the findings and discusses the findings of the study.

Research Question 1: What is the relationship between student Psycho-social variables (Self-Efficacy, Self-Regulation, Students' Perception of their Parents Supportiveness) and student achievement in Economics:

Table 4.1: Correlation Matrix of student achievement and student variables.

	Std Eco Ach	Student Percep	Student Self - reg	Student Self – eff
Student Economics Achievement	1.000			
Student Perception of their Parents Supportiveness	-.068 ^x	1.000		
Student Self-Regulation	.032	.453	1.000	
Student Self-Efficacy	.059 ^x	.251	.492	1.000

^x Correlation is significant at the 0.05 level (2-tailed)

Table 4.1 presents the correlation matrix of student variables (student perception of their parents' supportiveness; student self-regulation; student self-efficacy) and student achievement in Economics. It is revealed that students' perception of their parents' supportiveness has significant relationship with Student Achievement in Economics ($r = -.068$; $P < .05$). Students self efficacy ($r = .059$; $P < .05$) have significant but positive relationship with students' achievement in Economics. These results imply that student variables (student perception of their parents' supportiveness, self-regulation; self-efficacy) are important in enhancing students' achievement in Economics. That is, the higher the student psycho-social variables, the higher the achievement in Economics, except students' perception of their parents supportiveness. The relationship between the student achievement in Economics and students' perception of their parents supportiveness is negative.

Discussion of the findings

The finding of this study reveals that there is a significant positive relationship between self-efficacy and achievement. This agrees with the findings of Pintrich and De Groot, (1990), Zimmerman, Bandura and Martinez-Pons, (1992), Pajares and Miller, (1994) that academic self-efficacy positively correlated with various outcome measures such as grades, class-work performances, scores on examinations and class-work performances, scores on exams and quizzes, and quality of essay and reports. Students who entered the class with high level of self-confidence, and have belief in themselves had higher scores than those who entered the class without belief in themselves. There was a significant and positive correlation between academic achievement and self-efficacy in Economics. Also, Students' self-efficacy have strong and positive influence on their academic achievement. Students with higher self-efficacy have higher academic achievement in Economics.

The findings of this study corroborate the findings of Chemers, Hu, and Garcia,(2001) and Joo ,(2000) that self-efficacy had a significant effect on Turkish students' Mathematics achievement and that self-efficacy beliefs are found as predictors of Mathematics achievement. Also, Pajares and Miller, (1994) who found the same result that self-efficacy uniquely explained approximately 6% of the variance in classroom grade in Mathematics, Social Science and English.

In an earlier study conducted with US Seventh Grade students, Pintrich & DeGroot, 2000, found that self-efficacy significantly predicted average course grade. Niemczyk and Savenye (2005) indicate that self-efficacy was positively correlated with course grade. Zimmerman, Bandura and Martinez-Pons, (1992) found out that self-efficacy, significantly explained approximately 29% of the variance in computer programming achievement of a group of participants enrolled in an online information technologies certificate program. In summary, it was found that self-efficacy was a strong predictor of achievement both in Western and Turkish studies. Interestingly, from the current findings, self-efficacy seems to be a critical variable in students' academic performance like in Western and Turkish studies.

Furthermore the findings of this study reveal that there is a significant relationship between students self-regulation and student achievement in Economics. Learners who entered the class with self generated thought, feelings and actions for attaining academic goals, and regulate and control their cognition, motivation and behaviour to obtain set goals performed better in the test than those learners who entered aimlessly. This finding is consistent with the findings of Wolters and Pintrich (2000) that students with higher levels of self-regulation received higher grades in Mathematics, English and Social Science. This particular finding agrees with previous research stating that self-regulation (effort management and metacognition) was positively correlated with academic achievement (Azevedo & Cromley, 2004; Kramarski & Gutman, 2006; Pintrich & De Groot, 2000). Therefore, this particular finding suggests that self-regulation significantly influences students' Economics achievement. In the Nigerian context, therefore, it is not surprising that self-regulation explained the students' Economics achievement because students take highly competitive multiple choice standardized tests to enter quality high schools and universities.

The findings of this current study reveal that there is a negative relationship between the students' perception of their parents' supportiveness and the students' achievement in Economics. That is, students' perception of their parents' supportiveness was found to contribute negatively to the achievement of students in Economics. This result may not be unconnected to the fact that a typical Igbo man is egalitarian in nature. So their children in secondary schools may be independent naturally, not so much attached to their parents support. Therefore, the children do not see their parents support as contributing to their academic achievement.

Research Question 2: To what extent would parent factors and students Psycho-Social Variables when taken together predict students

- (i) Achievement in Economics
- (ii) Attitudes to Economics.

The multiple regression correlation coefficient (R) showing the linear relationship between Parent factors (Parent Socio-economic status, expectation and supportiveness) and student variables (student perception of parents' supportiveness, self-regulation, self efficacy) on the

students' achievement in Economics as shown in Table 4.2 is 0.181, the multiple R^2 is 0.033 and the Adjusted R square value is 0.029. This means that the variation in students' achievement in Economics accounted for by the parent and student factors is approximately three percent. Also, indicated in the table 4.2 is the Analysis of variance of the multiple regression data. This produced an F- ratio of 7.589 and found to be significant at 0.05 Alpha level.

Table 4.2 Summary and ANOVA of the regression analysis of the Parent factors and students Psycho-Social variables on achievement in Economics

Multiple R = 0.181
 Mutli\de R^2 = 0.033
 Adjusted R^2 = 0.029
 Standard error of the estimate =0.886

Analysis of Variance

Source of Variance	Sum of Square	Df	Means of Square	F	P.value
Regression	7561.332	6	1260.222	7.589	.000
Residual	222174.56	1338	166.050		
Total	229735.89	1344			

Table 4.3: Relative prediction of the independent variables on achievement in Economics

Variable description	Unstandardised Coefficient		Standardise d Coefficient	T	Sig
	B	Std. error	Beta		
Constant	56.494	7.254		7.788	.000
Student Percp	-.331	.097	-0.103	-3.414	.001
Std Self- Reg	.102	.072	0.048	1.415	.157 -NS
Std Self -Eff	7.014 E-.02	.040	.056	1.761	.078- NS
Parent SES	.349	.065	.145	5.340	.000
Parent Exp	.107	.106	.028	-1.008	.313 - NS
Parent Support	1.581 E-.02	.054	.008	.294	.769- NS

Table 4.3 shows the individual variable's contribution to the prediction model to the students' achievement in Economics. The table indicates that only two independent variables were found to have significant relative prediction to the students' achievement. They are, students' perception of their parents supportiveness ($\beta = -.103$, $t = -3.414$, $p < .05$) and parents social economic status ($\beta = .145$, $t = 5.340$, $p < .05$). Student self efficacy, Students Self-regulation, Parents expectation and Parents supportiveness do not contribute significantly to the prediction model.

Discussion of the Findings

The findings of this study reveal that the parent factors and students psycho-social variables have a significant effect on the students' achievement in Economics. The predictive value of 2.9 percent shows a very low prediction on the students' achievement in Economics. Out of the six independent variables, only two are significant, that is, students' perception of their parents' supportiveness and the parent socio-economic status. The remaining four variables that is, student self-efficacy, student self-regulation, parent expectation and parent supportiveness are not significant, It can be deduced that the impact of these non-significant variables reduced the predictive value. This result may mean that the student self-efficacy, student self-regulation, parent expectation and parent supportiveness have no impact on the students in the secondary schools in the Eastern Nigerian.

Table 4.4: Summary and ANOVA of the regression analysis of the Parent factors and Students' Psycho-Social variables on students attitude towards Economics

Multiple R = .299

Multiple R² = .090

Adjusted R² = .086

Standard error of the estimate = 8.79745

Analysis of variance

Source of Variance	Sum of Square	Df	Means of Square	F	P-val
Regression	10153.286	6	1692.214	21.865	.000
Residual	103090.24	1332	77.375		
Total	113143.53	1338			

Table 4.4 presents the data on the analysis of variance of the parent factors and student psycho-social variables on the student attitude towards Economics. From the table, it is shown that the independent variables gave a coefficient of multiple regressions (R) of 0.299, multiple R Square (R^2) of 0.090 and the Adjusted R Square of 0.086. Thus the analysis shows that independent variables jointly contributed 8.6 percent to the variation on the attitude of students towards Economics. Also, indicated in the table is the analysis of variance of the multiple regression data. This produced an F.ratio of 21.865 and found to be significant at 0.05 Alpha level.

Table 4.5: Relative predictions of the independent variables on the students' attitude towards Economics

Variable Description	Unstandardised Coefficient		Standardised Coefficient	t	Sig
	B	Std. Error	Beta		
Constant	24.389	5.962		4.915	.000
Studs' Perception	7.497 ^{E.02}	.066	.033	1.131	.258 - NS
Studs Self - Reg	.148	.049	.100	3.025	.003
Studs Self - Eff	.181	.027	.205	6.636	.000
Parent SES	.170	.045	.100	3.787	.000
Parent Exp	6.081 ^{E.03}	.073	.002	.084	.933-NS
Parent Supportive	2.120 ^{E.02}	.037	.016	.577	.564-NS

Table 4.5 shows the contribution of each of the independent variables to the prediction model and to the 8.6% of the variation of the attitude of students towards Economics. Three of the independent variables are significant 0.05 Apha level. These variables are Students' Self-regulation ($\beta = .100$; $t = 3.025$; $p < .05$), Students Self-Efficacy ($\beta = .205$; $t = 6.636$; $p < .05$), and Parents socioeconomic status ($\beta = .100$; $t = 3.787$; $p < .05$). All have positive effect on students' attitude to economics.

Discussion of the Findings

The findings of this study reveal that not all the parent factors and students psycho-social variables have significant prediction to the students' attitude towards Economics. The predictive value is 8.6 percent. Out of the six independent variables, only three are significant. They are student self-regulation, students' self-Efficacy and parent socio-economic status. The findings of this study agree with the finding of Sukon and Jawahir (2005) who observed that home related factors affect numeracy performance. They also confirmed that level of education of parents, availability of reading materials at home, home possession, parental support in education and familiarity with English at home are major factors causing variation in students' attitudes toward Economics. Self-regulation and self-efficacy also have significant effect on the attitude of students towards Economics. This may be because self-regulation and self-efficacy are in the self-will domain which influences attitude. The remaining three variables are not significant. They are students' perception of their parents' supportiveness, parents' expectation and parents' supportiveness. It can be deduced that the impact of these non-significant variables brought down the predictive value. This implies that when the parent factor and students' psycho-social variables are combined the prediction is not high as expected and therefore, they do not contribute highly to the students' attitude towards Economics. This means that these variables:- students' perception of their parents' supportiveness have nothing to contribute to the attitude of the students.

Research Question 3: What are the relative and composite contributions of parent factors (Parent supportiveness, Socio-economic status, expectation) to students'

- (i) achievement in Economics
- (ii) Attitude to Economics.

Table 4.6: Summary of ANOVA of the regression of Parent Factors on the achievement in Economics

Multiple R	=	.141
Multiple R ²	=	.020
Adjusted R ²	=	.018
Standard error of the estimate	=	.942

Analysis of Variance

Sources of Variance	Sum of Square	Df	Means of Square	F	P-value
Regression	4626.440	3	1542.147	9.207	0.000
Residual	227459.51	1358	167.496		
Total	232085.95	1361			

Table 4.6 presents data on regression analysis of the parent factors on students' achievement in Economics. The multiple regression correlation coefficient (R) showing the contributions of the parents factors (parents socio-economic status, parent expectation and parent supportiveness) to students' achievement in Economics as shown in table 4.6 is .141, the multiple R-square is .020 and the adjusted R-square value is .018. This means that the parent factors jointly contributed approximately 2% to the academic achievement of students in Economics. Also, the parent factors were significant on students' achievement in Economics at (F= 9.207; P< 0.05)

Table 4.7: Relative contribution of the independent variables (parent variables) on achievement in Economics

Variable description	Unstandardised Coefficient		Standardised Coefficient	T	P-value
	B	Std. Error	Beta		
Constant	46.507	5.395		8.620	.000
Parent SES	.341	.065	.142	5.233	.000
Parent expectation	-.103	.107	-.027	-.960	.337-NS
Parent Supportiveness	2.772 E-.02	.052	.015	.529	.597-NS

Table 4.7 shows the relative contribution of the parents factors on students' achievement in Economics as indicated by standardized Beta (β) weights. Only one predictor, the parents' socioeconomic status significantly and positively contributes to the students achievement in Economics. Parents' Socioeconomic status contributed mostly to students' achievement in Economics with ($\beta = .142$; $t = 5.233$; $p < 0.05$). The contributions of Parents' expectation and Parents supportiveness are not significant.

Discussion of the findings

The findings of this study reveal that there is a significant composite contribution of parent factors on the academic achievement of students in Senior Secondary School Economics. Parents' supportiveness, parents' expectation and parents' socio-economic status when taken together have a positive contribution to achievement in Economics. This shows that if parents can be involved more with their children's academic activities especially in Economics, the ordeal of low performance in Economics will become a thing of the past. This also means that the interest of the students may be awakened in the subject through motivation and encouragement by their own parents.

The findings of this study also reveal that the relative contributions of the parent factors surprisingly, are not all significant. This may be the reason why the composite contribution is very low at 2%. Out of the three parent factors considered in this study, only parent socio-economic status is significant. It can be inferred from the finding that the parents may not be monitoring, supporting, or controlling their children movement or that they do not have any form of expectation on their children. It can also mean that the parents provide a very good family background and good home environment for learning. This finding corroborates the finding of Sprinthal (2001) that parents provide home for the head start of children and findings of Okantey (2008) and Ezewu (2000), that socio-economic status of parents in one way or the other affects the academic performance of school children. The finding of this study agrees with the fact that the children of rich parents have certain needs; Physical and Psychological which when met, contribute positively to their academic performance. Also that the educational level of parents is a powerful factor contributing to children's academic success. The finding also corroborates the findings of Avwata, Oniyana and Omoraka, (2001), Russel (2000), Okantey (2008), and Wilson, Smeeding and Haveman (2007), who discovered that educational level, occupational class as well as an income of parents are interconnected and these backgrounds empower parents to give their children a solid foundation for school and life success, and enable them to build up strong partnership between parents and schools in order to sustain achievement standards.

Table 4.8: Summary and ANOVA of the regression analysis of Parent factors on students attitude towards Economics.

Multiple R = .090
 Multiple R² = .008
 Adjusted R² = .006
 Standard error of the estimates = 9.39936

Analysis of Variance

Sources of Variance	Sum of Square	Df	Means of Square	F	P-value
Regression	974.637	3	324.879	3.677	.012
Residual	119446.52	1352	88.348		
Total	120421.16	1355			

Table 4.8 presents data on the regression analysis parent factors on students' attitude toward Economics. From the table, it is shown that the coefficient of multiple Regression (R) is 0.090, Multiple R Square (R²) is 0.008, Adjusted R Square is 0.006. Thus, the analysis shows that the independent variable as a whole contributed 0.6 percent to the students' attitude towards Economics. Also indicated in the table is the analysis of variance of the multiple regression data. This produced an F-ratio of 3.677 and found to be significant at 0.05 Alpha level.

Table 4.9: Relative contribution of the independent variables (parent variables) on the student attitude towards Economics

Variable description	Unstandardised Coefficient		Standardized Coefficient	t	P-value
	β	Std Error	Beta		
Constant	44.269	3.922		11.286	.000
Parent SES	.135	.048	.078	2.833	.005
Parent Expectation	1.511 ^{E-02}	.078	.005	.195	.846-NS
Parent Supportiveness	7.670 ^{E-02}	.030	.056	2.016	.044

Table 4.9 presents data on the multiple regression analysis on parent factors on the attitude of student towards Economics. The table shows the relative contribution of the parents factors on

students' attitude towards Economics as indicated by standardized Beta (β) weights. Two of the independent variables are significant and have positive relative contributions on the students' attitude towards Economics. They are Parents socioeconomic status which contributed mostly to students' attitude towards Economics with ($\beta = 0.078$; $t = 2.833$; $p < 0.05$) and the Parents' supportiveness with ($\beta = 0.056$; $t = 2.016$; $p < 0.05$). It is important to note that though parent expectation is not significant but has positive contribution to the students' attitude towards Economics. It can be inferred from the result that attitude towards Economics of the students of highly educated parents seems to be better than those of the uneducated parents. This is because the highly educated parents may have given their children opportunity to develop their independent studies ability thereby developing their attitude towards studies.

Discussion of the findings

The findings of this study revealed that the combined contributions of the parent factors to attitudes of students' toward Economics are positive but with an unexpected low value of 0.6 percent. The contributions of parents' socioeconomic status and parent supportiveness to the attitude of students toward Economics are significant and positive. But the contribution of the parent expectation is not significant. Learners who received maximum support from their parents in form of monitoring, controlling and help in solving homework and who are provided with reading materials have a positive attitude toward Economics. Also, learners who are provided with friendly home environment background by their parents, and their parents have good education and are in befitting jobs have positive attitude toward Economics. The finding of this study agrees with Okantey (2008) who emphasized that socioeconomic status of parents affect their children's attitude in life and positive attitude toward academics. A student from a high socioeconomic background is enriched with necessities of life, receive stimulating experiences that translate into a healthy attitude towards life generally. Gonzalez, (2001) also in his finding showed that there is a positive correlation between socioeconomic status of parents and students' attitudes and behaviour manifestations and that this relationship may be the economic advantage of the parents which enables them to give their children the materials money can buy.

Parents with higher expectation for their children are more likely to set higher standards for their children's schooling and social functioning than parents with lower expectations. They are also more likely to transmit the values of doing well in school, and having positive attitude to academics. In this current study, the findings show that parents' expectation for their children is not significant. This disagrees with the findings of Furstenberg and Hughes (1995) and Smith, Beaulieu and Seraphine (1995) that parental expectation of their children's college attendance was a strong and positive predictor of actual subsequent college attendance and attitude to academics of their children.

Research Question 4: What are the composite and relative contributions of students' Psycho-Social variables (students' perception of their parents' supportiveness, self-efficacy and self- regulation) on their

- (i) Achievement in Economics
- (ii) Attitude towards Economics

Table 4.10: Summary and ANOVA of the regression analysis of the student variables on the achievement in Economics

Multiple R = .113
 Multiple R² = .013
 Adjusted R² = .010
 Standard error of the estimate = 12.974

Analysis of Variance

Sources of Variance	Sum of Variance	Df	Means Square	F	P-value
Regression	2923.173	3	974.391	5.789	.001
Residual	227569.40	1352	168.321		
Total	230492.57	1355			

(i) Student's Achievement in Economics:

Table 4.10 presents data from the analysis of variance. From the Table, it is shown that the Coefficient of Multiple Regression (R) is 0.113, Multiple R Square (R²) is 0.013, and Adjusted R Square is 0.010. Thus, the analysis shows that the independent variables

(students' variables) as a whole contributed only 1.0% to achievement of students' in Economics. Also, indicated in the Table is the analysis of variance of the multiple regression data. This produced an F-ratio of 5.789 and found to be significant at 0.05 Alpha level.

Table 4.11: Relative contribution of the independent variables (Students' variables) on achievement in Economics

Variable Description	Unstandardised Coefficient		Standardized Coefficient	T	P-value
	B	Std.Error	Beta		
Constant	64.059	5.081	-	12.607	.000
Student's Perception	-.346	.097	-.108	-3.566	.000
Stud Self-regulation	.121	0.71	.057	1.702	.008
Stud Self - Efficacy	7.053	.039	.056	1.818	.006

Table 4.11 presents data from the multiple regression analysis. The Table shows the relative contributions of the students variables on students' Economics achievement in the order of absolute magnitudes indicated by standardized Beta (β) weights. Only one of the students' variables is significant. This is the Students' perception of their parents supportiveness which contributed most, although inversely to students' achievement in Economics with ($\beta = 0.108$; $t = -3.566$; $P < 0.05$). Students' self-regulation and Students' self-Efficacy are not significant

Discussion of the findings

The fact that from this study that the students' perception of their parent supportiveness has a negative contribution to students' achievement is surprising because one would have expected that student's perception of their parent support would have contributed positively. This result, therefore may mean that the more the students perceived of their parents support to them, their achievement instead of getting better is lowered. This result may also mean that the students are very independent of their parents, that is, that no matter what the parents are doing for them in terms of provision of school materials or monitoring their studying do not have any effect. It could also mean that the parents' supports do not encourage good reading habit. This finding actually disagrees with the finding of Grolnick, Ryan and Deci, 2000 that perception of parental support is positively related to academic performance. Parental support

is the extent to which parents are interested in their children activities. This result may also mean that the children are either not aware of their parents activities for them or that the parents' activities do not impart on the children.

The contribution of the student self-efficacy is significant on students' achievement in Economics. This agrees with the findings of Zimmerman and Bandura (1994) that self-efficacy significantly predicts academic achievement. It can be deduced from the finding that the student have the sense of personal judgment and capability to organize him or herself. The finding also disagrees with the findings of Bandura (2000, 1997), Covington (2000), Aremu and Ogbuagu (2005) that efficacious student has sense of personal judgment, and is capable of organizing and executing his courses of action and have self-confidence which improves achievement. The contribution of the student self-regulation is significant on students' achievement in Economics. This agrees with the findings of Boekaerts and Corno (2005), Perry, Phillips, and Hutchinson (2006), Perry (2006) and Pintrich and Schunk (2002) that students who are self-regulated learners believe in opportunities to take on challenging task, practice their learning, develop a deep understanding of subject matter, and exert effort that will give rise to academic success. This means that the students in this study can monitor their activities, do self-evaluation of their performance and react to their performance outcomes.

Table 4.12: Summary and ANOVA of the regression of students' variables on attitude towards Economics

Multiple R = 0.289
 Multiple R² = 0.084
 Adjusted R² = 0.082
 Standard error of the estimate = 8.80645

Analysis of Variance

Sources of variance	Sum of Square	Df	Means of Square	F	P-value
Regression	9546.046	3	3182.015	41.030	.000
Residual	104387.16	1346	77.554		
Total	113933.20	1349			

(i) **Attitude towards Economics:**

Table 4.12 presents data from the analysis of variance. From the Table 4.12, it is shown that the independent variables (student variables) gave a Coefficient of Multiple Regression (R) of 0.289, Multiple R Square (R^2) of 0.084; and Adjusted R Square of 0.082. Thus, the analysis shows that the independent variables as a whole contributed 8.2 percent to the attitude of students towards Economics. Also indicated in the table is the analysis of variance of the multiple regression data. This produced an F-ratio of 41.030 and found to be significant at 0.05 Alpha level.

Table 4.13: Relative contribution of students' variables on attitude towards Economics

Variable description	Unstandardised Coefficient		Standardised Coefficient	t	P-value
	B	Std Error	Beta		
Constant	30.166	3.453		8.736	.000
Student Perception	6.406E-02	.066	.028	.970	.332
Student Self-Regulation	.158	.048	.107	3.282	.001
Student Self-Efficacy	.184	.206	.209	6.953	.000

Table 4.13 presents the relative contributions of the students' variables on the students' attitude towards Economics. Two out of the three student variables for this study are significant. They are students' self-regulation with ($\beta = 0.107$; $t = 3.282$; $p < 0.5$) and students self-efficacy which contributed most to the attitudes of students towards Economics with ($\beta = 0.209$; $t = 6.953$; $p < 0.5$). The contribution made by the students perception of their parents supportiveness is not significant whereas those of students self-regulation and students self-efficacy are significant.

The findings of this study reveal that there is a significant joint contribution of the student psycho-social variables on the attitudes of students towards Economics. The combination of student psycho-social variables accounted for over 8.2 percent. The low percentage may be as a result of the insignificant contribution of the student perception of their parent supportiveness. The findings of this study further reveal the relative contribution of the student psycho-social variables to the attitudes of students towards Economics. There is a

significant relative contribution of self-efficacy and student self-regulation to the attitude of student towards Economics. These findings agree with the findings of Chen (2003), that with respect to students' attitudes, students who are efficacious and self-regulated are positively affected. High attitude, therefore, towards Economics may have led to an increase in the academic achievement of the student. In addition, self-regulation may have increased not only attitude towards Economics but Economic self-efficacy beliefs.

Hypothesis 1: There is no significant difference in the mean achievement scores in Economics between students from Urban and Rural schools.

Table 4.14 – T-test analysis of the comparison of urban and rural schools

Group	N	M	SD	Df	t	P-value
Urban	582	57.58	11.797	1371	6.273	.000
Rural	791	53.18	13.57			

Table 4.14 shows the students mean score in Economics. The results reveal that the mean score of students from urban areas is 57.58 with Standard Deviation of 11.79, while those from the rural areas is 53.18 the Standard Deviation of 13.57 with $t(1371) = 6.273$ which was significant at $P < 0.05$.

Discussion of the findings

The t-test was used to investigate the difference between the urban and rural schools and the result showed that the rural schools are performing at low level of achievement in Economics. The findings of this study corroborate the findings of Edington and Koehler (2002), Fan and Chen (1999), Lee and McIntire (1999) that rural education often has been discussed as a deficit model of instruction from which relatively low outcomes can be expected. The result shows a significant mean difference in Economics achievement between the rural and the urban areas which is 4.40. This difference may be because the rural schools lack facilities, physical plans, course materials, and educational programs that typify larger, more resource-rich districts.

Hypothesis 2: There is no significant difference in the mean attitude scores between students from urban and rural schools

Table 4.15: T-test analysis of the comparison of urban and rural schools

Group	N	M	SD	Df	T	P-value
Urban	578	55.97	7.69	1365	6.08	.000
Rural	789	52.88	10.31			

Table 4.15 presents data of the t-test analysis of the comparison of urban and rural schools. The result reveals that the students in the urban communities had the higher mean score of 55.97 and the standard deviation of 7.69 while the students in the rural communities had a lower mean score of 52.88 and the standard deviation of 10.31.

Discussion of the Findings

The t-test was used to investigate the difference between the attitude scores of students from urban and rural schools and the finding reveals that the attitudes of students toward Economics in the rural schools is lower than the attitude toward Economics of the students from the urban schools. This corroborates the findings of Connolly, Hatcher and McMaster (2000) that students' attitudes and beliefs have a strong impact on their performance in a particular subject area. The reason for this finding may be seen from the perspectives that, there exist a lot of distractions in the urban communities in form of peer group pressure, aggressive and competitive environment which may affect the attitudes of the students in the urban areas.

CHAPTER FIVE

SUMMARY OF FINDINGS, IMPLICATIONS AND RECOMMENDATIONS

This chapter summarizes the findings discussed in chapter four, the implications of the findings on the relationship between the parents' factors and students' variables on the one hand, and the student learning outcomes on the other hand. Also presented in this chapter are the recommendations based on the findings and the suggestions for further studies.

5.1 Summary of findings:

This study investigated the relationship between the parents' factors and students' psychosocial variables on the learning outcomes of students in Senior Secondary School II in Enugu State of Nigeria. Four research questions and two hypotheses were raised to guide the study. The findings are summarized as follows:

1. The students' perception of their parents' supportiveness has significant but negative relationship with students' achievement in Economics;
2. There exists linear relationship between students' self-regulation and students achievement in Economics;
3. There exists linear relationship between students self-efficacy and students achievement in Economics;
4. There is a low relationship between the students' attitudes towards Economics and their achievement in Economics;
5. The parents' factors contribute only 2 percent to academic achievement of students in Economics;
6. With respect to students' achievement in Economics, only one variable was statistically significant, that is parental socioeconomic status, while the remaining two variables are not significant;
7. The parent factors contribute only 0.6 percent to the attitude of students towards Economics

8. With respects to student attitude towards Economics, two variables are statistically significant. These are: parental socioeconomic status and parental supportiveness while the parental expectation was not significant;
9. The students' psycho-social variables contributed only 1.3% to the academic achievement of students in Economics;
10. The students' psycho-social variables contributed 8.2 percent to the attitude of the students towards Economics;
11. Out of the three variables designated students psycho-social variables in line with students' attitude towards Economics, two variables are statistically significant. These were students' self-regulation and students' self-efficacy while the remaining one variable is not significant.

5.2 Implications

The findings of this study have the following implications for the parents and students.

The Parents:

1. There is need for parents workshops that offer training and practice in how to help children learn.
2. There is need to have information on how their supportiveness activities influence learning.
3. Parents must create home practices that support students' homework and encourage more focused attention to learning tasks.
4. Parents must communicate the value and importance of education to students.
5. Parents must give positive reinforcement about expected learning behaviours and outcomes to students.

The Students:

1. They must engage themselves in complex assignments that require time spent thinking about how ideas related.
2. They must know how to do things by themselves, be themselves and be self-determined to succeed
3. They must engage themselves in activities that require perseverance, and provide a self-regulation workout which will yield slow but steady results, gradually increasing the amount of self-regulation required for tasks
4. Students must learn stick-to-it and wait-for-it strategies, such as self-talk because the messages we consciously speak to ourselves influence our thinking, and our thinking influences our actions.
5. They must be allowed in attention training, such as listening for details, observing closely, and solving complex puzzles. Again, increasing the level and duration of attention required for success can strengthen the self-regulation.

5.3 Recommendations

In view of the importance of parent and student factors to academic progress, it is important that school authorities should seek for means of ensuring that the attitude of parent and guidance are influenced positively towards assisting the students, so that they in turn can put in their best into their school work. Also, parents and teachers should be made to realize the importance of Economics learning to the individual and to the society. This research has a potential to increase the understanding of the way Nigerian school can move towards increased effectiveness by providing quality learning opportunities at the school level. School authorities need to organize programmes that will bring about parents, teachers and student interaction. This will create a forum for discussion. In this manner, parent will know what they are expected to do to complement teachers' efforts and vice versa. Schools also need to make such programmes attractive to parents.

Also based on the findings of the study, the following suggestions are recommended:

1. Parents must support their children fully since parents' supportiveness is the very important way to improve the schools; students also have higher grades, higher the test scores, better school attendance and increased motivation;
2. Parents should participate in the schooling of their children at every level in advocacy, as decision-makers, as fund providers and as home teachers;
3. Parents should not only participate in schooling of their children but should encourage their children through high expectation, that is, expecting their children to do well at school;
4. Parents should set high standards for their children educational activities;
5. parents should believe that they can have positive influence on their children's education;
6. Parents should be increasingly supportive in home learning activities and find themselves with opportunities to teach, to be models for and to guide their children;
7. Schools should encourage children to practice reading at home with parents;
8. parents should be encouraged to read to their children, have books available, guide TV watching and provide other stimulating experiences;
9. Parents should establish a daily family routine, that is, providing time and a quiet place to study, assigning responsibility for household chores, being firm about bedtime and having dinner together.
10. Parents should monitor out-of-school activities, that is, setting limits on TV watching, checking up on children when parents are not home, arranging for after-school activities and supervised care;
11. Parents should model the value of learning, self-discipline, and hard work, that is, communicating through questioning and conversation, demonstrating that achievement comes from working hard;
12. Parents should express high but realistic expectations for achievement, that is, setting goals and standards that are appropriate for children's age and maturity, recognizing and encouraging special talents, informing friends and family about successes;
13. Parents should encourage children's development and progress in school, that is,

maintaining a warm and supportive home, showing interest in children's progress at school, helping with homework, discussing the value of a good education and possible career options, staying in touch with teachers and school staff;

14. Parents should encourage reading, writing and discussions among family members, that is, reading, listening to children read and talk about what is being read;

5.4 Limitations to Study

The limitations of this study are highlighted below;

1. The fact that achievement in Economics was judged from scores earned by students in one short test was a major limitation,
2. The use of attitude questionnaire in measuring students' attitudes towards Economics crates a problem of introducing inaccurate result. The data would have been supplemented using direct observation techniques in order to give valid and more generalisable report.
3. The uncooperative attitudes of some teachers were also a limitation to the study.

5.5 Suggestions for Further Research

Results of this study have highlighted the following areas for further investigation:

1. Further research needs to be carried out on other Senior Secondary School II (SS2) Economics class in the other geo-political zones in Nigeria.
2. Further research should be conducted on the relationship between students' self efficacy and self regulation in Nigeria, that is, how self-efficacy affects self-regulation or vice-versa.

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PARENT QUESTIONNAIRE

Please kindly respond sincerely to all the items in this questionnaire. It is for academic purposes and your response will be treated with utmost confidentiality.

Instruction: Mark [] in the appropriate space provided

SECTION A (Socio-Economic Status of Respondents)

1. Location: Urban [] Rural []
2. Sex: Male [] Female []
3. Marital Status: Married [] Single [] Separated [] Divorced []
4. How many children do you have? 1 – 2 [] 3 – 4 [] 5 – 6 []
7 and above []
5. Family monthly income:
 Below 20,000 []
 20,001 – 40,000 []
 40,001 – 60,000 []
 60,001 – 80,000 []
 80,001 – 100,000 []
 Above N100,000 []
6. Parents' highest qualification (please tick only one).
 1. No school []
 2. Primary school []
 3. Secondary school []
 4. Grade II/NCE/OND []
 5. B.Sc/MA/BED/HND []
 6. M.Sc/MA/MED
 7. Ph.D

7. **Parent's occupation**

S/No	Parent's Occupation	Mother	Father
1	<u>Professional and Managerial</u> Doctor, Engineer, Lawyer, Accountant, Senior Civil Servant, Lecturer, Management of Firm, General, Brigadier, Colonel etc.		
2	<u>Intermediate Paid Employee</u> Graduate teacher, Clerk, Nurse, etc		
3	<u>Businessman</u> Contractor, Company Owner, Business Consultant		
4	<u>Semi-Skilled/Unskilled Workers</u> Labourer, Cleaner, Driver, Cook, Gardner, Porter		
5	<u>Trader</u> Small Scale Trading e.g. Cloth Seller, Shop Owner		
6	<u>Craftmen/Artisans</u> Tailor, Carpenter, Goldsmith, Blacksmith, Mechanics and so on.		
7	<u>Farmers</u>		
8	<u>No Particular Job</u>		

SECTION B: PARENTAL SUPPORTIVENESS

i. **Provision of learning materials at home**

1. How often do you pay your child's fees.
Very Regular [] Regular [] Not Regular []
2. Do you employ lesson teacher to help your child after school.
All the time [] Sometime [] Never []
3. How often do you visit your child's class teacher.
Very Regular [] Regular [] Not Regular []
4. How often do you visit your child's school counsellor.
Very regularly [] Regularly [] Not Regularly []

5. Do you help your child's to do his/her homework

All the time [] Sometime [] Never []

6. Tick the following material that you provide at home for your child

- | | |
|-------------------------------|---------------------|
| 1) Textbook [] | 5) Reading room [] |
| 2) Magazines [] | 6) A Library [] |
| 3) Newspapers [] | 7) TV/Video [] |
| 4) Reading table and desk [] | 8) Radio [] |

(ii) **Parental control & monitoring**

		Always	Sometimes	Never
1.	I check my child's take-home assignments			
2.	I want to know my child's academic progress			
3.	I guide my child in the choice of his/her school subject			
4.	I ask my child questions about what is happening in his/her school			
5.	I control my child's time of watching TV after school			
6.	I restrict my child's playing time			
7.	I do not control my child's visiting time			
8.	I keep my child busy doing his/her homework at home			
9.	My child agrees with all the rules I give her/him			
10.	I do not bother about where my child goes			

(iii) Parental Support and Encouragement

S/NO	Items description	Always	Sometimes	Never
1	I encourage my child to do well in his/her school work			
2	I encourage my child to have group discussions with classmates			
3	I encourage my child to be interested in his/her academic work			
4	I show happiness when my child does well			
5	I am not happy with my child when he/she misbehaves			
6	I am not happy with my child when he/she fails his/her exams.			
7	I help my child to solve difficult problems in his/her homework			
8	I don't bother about my child's progress			
9	I spend time talking to my child about his/her school work			
10	I express confidence on child's ability			
11	I encourage positive behaviour in my child			
12	I am happy with my child's success			
13	I reward my child for positive behaviour			
14	I blame my child when he/she fails			
15	I discipline my child whenever he/she fails			
16	I am patient with my child			
17	I always listen to my child's complaints			
18	I do not discuss with my child			

SECTION C: Parental Expectation

S/No	As a parent, I expected my child to:	All the time	Sometimes	At no time
1	Advance in his/her education			
2	ObeY the teacher			
3	Participate in class discussion			
4	Be attentive in class			
5	Get ready for the class test			
6	Prepare for all examinations			
7	Understand a question before answering			
8	Complete all examinations successfully			
9	Be of good behavior			
10	Not to do well academically			
11	Not to be confident in carrying out any task			

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STUDENT QUESTIONNAIRE

(1) STUDENT PERCEPTION SCALE (SPS)

Instruction: Please kindly respond sincerely to all the items in the questionnaire. It is for academic purposes and your responses will be treated with utmost confidentiality.

Please give your opinion for each statement by putting a tick [] in any of the columns representing your opinion.

Name of School..... Age:.....

Name..... Sex: Male [] Female []

Location: Urban [] Rural []

	Student perception scale	Always	Sometimes	Never
1	My parents encourage me to read my books			
2	My parents pay my school fees and other fees			
3	My parents ask questions about what is happening in my school			
4	My parents support me in any academic endeavour I embark on			
5	My parents want to know my academic progress			
6	My parents check my take-home assignments			
7	My parents give me support in my endeavour			
8	My parents spend time helping me at home			
9	My parents encourage my efforts			
10	My parents guide me to respond to questions			
11	My parents show interest when I am working on difficult assignment			
12	My parents pay attention to me when I am talking to them.			

13	My parents give me ideas that are useful in my school work.			
14	My parents acknowledge my feelings			
15	My parents are patient with me			
16	My parents patiently explain new ideas to me			
17	I find it easy to talk to my parents			
18	My parents encourage me to read harder when I fail any test			
19	My parents guide me in the choice of my school subjects			
20	My parents provide relevant materials for my school work			
21	My parents participate actively in the PTA of the school			
22	My parents don't bother about my academic performance			

(2) SELF REGULATION SCALE (SRS)

Instruction: Please kindly respond sincerely to all items in this questionnaire. It is for academic purpose and your responses will be treated with utmost confidentiality.

Please give your opinion for each statement by putting a tick [] in any of the columns representing your opinion; Very true of me; True of me; Not true of me.

Name of School.....Age:.....

Name.....Sex: Male [] Female []

School location: Urban [] Rural []

S/no	Items description	Very true of me	True of me	Not true of me
1	I ask myself questions to make sure I know the material I have been studying			
2	When work is hard I move to the easy parts			
3	When work is hard I press on to understand it			
4	I work on practice exercises and answer questions without been told to do them			
5	Even when study materials are dull and			

	uninteresting I keep working until I finish.			
6	Before I start to study, I think about the things I will need to do to learn better			
7	I prepare a personal timetable to help me study well			
8	When I am reading I stop once in a while and go over what I have read			
9	I work hard to get a good mark even when I don't like the subject			
10	When I study for a test, I gather materials both from class and from the textbook			
11	When I do homework, I try to remember what the teacher said in class so I can answer the question correctly.			
12	It is hard for me to decide what the main ideas are in what I read			
13	When I study, I put important ideas into my own words.			
14	When I study for a test I try to remember many facts as I can			
15	When studying, I jot down notes to help me remember materials			
16	I use what I have learned from old homework assignments and the textbooks to do new assignments.			
17	When I read in the class, I say the words over and over to help me remember			
18	I write out the chapters in my book to help me study well.			
19	When reading I try to connect the things I am reading with what I already know.			

20	I consult past questions while I prepare for an examination.			
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(3) **SELF-EFFICACY SCALE (SES)**

Please give your opinion for each statement by putting a tick [] in any of the columns representing your opinion; Very true of me; True of me; Not true of me.

S/no	Items description	Very true of me	True of me	Somehow true	Not true of me
1	I prefer class work that is challenging so I can learn new things				
2	It is important for me to learn what is being taught in the class				
3	I am happy that I am learning new ideas in Economics				
4	I think I will be able to use what I learn in the Economics in other classes.				
5	I often choose topics from which I will learn something in other classes				
6	Even when I do poorly on a test, I try to learn from my mistakes				
7	I think that what I am learning in the class is useful for me to know				
8	I think that what I am learning in the class is interesting.				
9	Understanding this subject is important to me				
10	Compared with other students in the class I expect to do well.				
11	I am certain I can understand the ideas taught in Economics				
12	I expect to do very well in Economics				

13	Compared with others in the class, I think I am a good student				
14	I am sure I can do an excellent job on the problem and tasks assigned for Economics.				
15	I think I will receive a good mark in this Economics				
16	My study skills are excellent compared with other in the class				
17	Compared with other students in this class, I think I know a great deal about Economics.				
18	I know that I will be able to learn the material for Economics				
19	When I am nervous I find it difficult to answer what I have previously learned				
20	I am always worried about my poor performance				
21	I worry a great deal about tests generally				
22	I get anxious when I am about to write a test				

(4) STUDENT ATTITUDE TOWARDS ECONOIMICS (SATE)

Instruction: Please kindly respond sincerely to all the items in this questionnaire. It is for academic purposes and your response will be treated with utmost confidentiality.

Please give your opinion for each statement by putting a tick [√] in any of the columns representing your opinion.

SA – Strongly Agree; A = Agree; D = Disagree; SD = Strongly Disagree

S/N	Item Description	SA	A	D	SD
1	Economics is an interesting subject to learn				
2	Economics topics are too difficult for me to understand				
3	Periods for economics lesson should be increased				
4	Economics helps us to develop good analytical ability				
5	I look forward to Economic lessons				
6	Studying Economics lesson is a waste of time				
7	Economics is useful for the problem of everyday life				
8	Knowledge of Economics is the key to understanding the world				
9	It is important to study Economics in order to get good job				
10	Economics is worth doing whether I like it or not				
11	No matter what effort I put in Economics I still find it difficult				
12	I usually get scared when it is time for Economics lessons				
13	I enjoy reading Economics textbooks				
14	Economics is not enjoyable at all				
15	The knowledge of Economics is not relevant to everyday life				
16	I find Economics textbook boring and uninteresting				
17	All young Nigerians should take Economics in schools				
18	Even complex Economics topics can be made understandable to every student.				
19	My Economics teachers show us different ways of solving Economics problems.				

20	Very few can learn Economics				
21	More people can be encouraged to become Economists				

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**INTERNATIONAL CENTRE FOR EDUCATIONAL EVALUATION
INSTITUTE OF EDUCATION UNIVERSITY OF IBADAN ECONOMICS
ACHIEVEMENTS TEXT (EAT)**

Class: SSII students

Objective questions

Attempt all question: time allowed 60 minutes

1. Economics is a science which studies human behaviour as a relationship between ends and scarce means which have alternative uses.” Ends here refers to A. resources B. Wants (C. choice D. Outcome
2. The Price of a commodity is determined by the A. Supplier B. quantity of goods demanded C. quantity of goods supplied D. Interaction of demand and supply
3. Which of these factors does not cause a change in demand? A. Income B Population. C price of other commodities D. Price of the commodity concerned
4. An economic system in which most capital goods are owned by individuals and a private firm is known as? A. Mixed economy B. Planned economy C. Capitalist economy D. traditional economy
5. Which of the following crops can be referred to as Nigeria’s export crops? A. Rubber, Groundnuts, Beniseed, Cotton B. Sheabutter, Sorghum, Onions, C Rubber, Cotton, Coffee, Palm kernel D. Palm oil, palm kernel, Sugarcane
6. Which of these factors does not affect revenue allocation in Nigeria? A. Needs of an area B. size of the population of an area C. number of industries and land area. D revenue derivable from an area.
7. Subsistence farming means producing food A. mainly for the need of our immediate and extended family B. Crops for sale mainly C. crop mainly for export D. to feed the community around.
8. Scarcity in Economics means that resources. A. are not enough to share among the producers of goods and service B. needed to satisfy human wants are limited C. are never enough to share among consumers of goods and services D required to meet out essential want are unlimited
9. The greatest disadvantage of the barter system is the need for A. Durability B. Divisibility C. homogeneity D. double coincidence of wants
10. Which of the following is not a function of money? A. store of value B. unit of account C. measure of value D. Demand for money
11. Given that fixed cost is N500.00 variable cost is N1,500.00 and output is 50 units, what will be the average cost of producing one unit? A. N2,000.00 B N60.00 C. N50.00 D. N40.00

12. Which of the following is regarded as fixed cost? A. cost of raw materials B. cost of fuel C. cost of light D. rent on land
13. The movement of a worker from one grade to another within the same industry is a form of mobility of labor which is A. geographical B. vertical C. occupational D. horizontal
14. A person who buys in bulk and sells in bits is a A. Manufacturer B. Sales representative C. Retailer D. Adviser
15. The money paid per hour or week done is known as A. cost B. time rate C. bonus D. wage rate
16. Distribution is part of production because it A. makes goods and services available to the final consumer B. transport the goods from place to place C. offers employment to people D. encourage the provision of good roads, waterways
17. Demand in economics is synonymous with A. needs B. want of the consumers C. all goods demanded in the market D. wants supported with ability to pay
18. When a country has a large labour force, it is beneficial to use a method of production which is A. capital intensive B. land intensive C. labour intensive D. mechanically intensive
19. Choice is necessary because resource A. are available B can be found everywhere C., are constant D are scare
20. Agriculture plays a dominant role in West African economies because A. the Green Revolution in Nigeria is agricultural B., it supplies all the food stud consumed in Ghana alone C. there is large plantations of coca, groundnut and oil palm in West African D. it employs more than 50% of the total labour force in West Africa
21. The monetary system that requires a double coincidence of wants is known as the A gold standard B barter system C. commodity system D. gold exchange standard
22. Open market operations are the processes by which A. the central bank purchases and sells securities B. commercial banks purchases and sell securities C. business firms buy raw materials freely D. households buy consumer goods openly
23. Which of the following is not regarded as money in Economics? A coins B. currency notes C. bank deposits D. cheques
24. A shift of the demand curve to the right when the supply curve remains constant, implies that A. both price and quantity demanded will increase B. only price increases C both price and quantity demanded will decrease D the price remains constant
25. In a sole proprietorship decision are made by the A. government B owner C. shareholders' conference D. management
26. Which of the following doe not increase the population of a country? A, an increase in birth rate B. Decrease in death rate C. Emigration D immigration
27. Which of the following pairs can be referred to as middlemen? A wholesalers and agents B. retailer and consumers C. wholesalers and retailers D. wholesalers and consumers

28. Which of the following is a function of money? A. portable B. a standard of deferred payment C. relatively stable in value D. generally acceptable
29. Which of the following is not a middleman in the distribution channel A. Wholesaler B. Distributor C. Retailer D. Consumer
30. In a public corporation, the risk of business are born by the A. Worker B. taxpayers C. board members D. Treasury
31. Economics is best described as the study of A. the wealth of nations B. How man consumed his products C. how man provides for his everyday needs D. the distribution of wealth
32. A table which shows the price of a commodity and the quantity of it demanded per unit time is a A. time series B. Demand series C. demand schedule D. Demand curve
33. Which of the following is not appropriate in calculating national income figure? A. output method B. Income Method C. value added method D. depreciation method
34. Mobility of labour is not affected by A. the Optimum size of population B. marriage and family C. the period of training D. religious beliefs
35. The grouping of a population into males and females is known as the A. age distribution B. sex distribution C. geographical distribution D. occupational distribution
36. All the following factors will cause a change in demand except A. the consumer's income B. the consumer's taste C. a change in population size D. a change in weather condition' Which of the following are not agents of distribution A. Wholesalers B. retailers C. consumer D. Co-operative
37. Which of the following are not agents of distribution A. wholesalers B. retailers C. consumer D. co-operatives
38. Which of the following is the determinant of population rate of increase A. increase in Birth rate B. increase in death rate C. increase in emigration D. decrease in birth rate
39. The Nigerian economy can best be described as A. Socialist economy B. capitalist economy C. mixed economy D. controlled economy
40. The effect of emigration on a country's population is to A. increase its size B. reduce its size C. increase its growth rate
41. Which of the following functions do retailers perform in an economy? A. production B. exchange C. Hoarding D. distribution
42. A movement along the demand curve for some goods may be caused by a change in A. consumer income B. the price of goods C. consumer taste D. price of other goods
43. Which of the following is not a reason why people migrate from one place to another? A. to find jobs B. to live in more suitable climate C. For sake of change and adventure D. to escape from political situation
44. A major function of middle men in Nigeria is the distribution of A. commodities to all consumers B. commodities to consuming centres C. wealth to all D. income within the society

45. Scarcity in economics generally refers to
 A. a period of production B. hoarding of goods C. a period of famine D. resource being limited
46. Opportunity cost is defined as the
 A. money cost B. cost of production C. real cost D. fixed cost
47. The most basic concern of economist is to
 A. create human wants B. satisfy all human wants C. Allocate scarce resources to satisfy human wants D. create perfect competition
48. The equilibrium price of organs is 50K, if for some reason, the price rises to 60K, there will be
 A. Excess demand B. excess supply C. a many buyers in the market D. No buyer in the market
49. In Economics, production is complete when
 A. Goods are produced in factories B. goods are sold in wholesalers C. prices are fixed for goods service D. goods and service reach the consumers
50. Which of the following is not a characteristic of money
 A. scarcity B. durability C. divisibility D. mobility
51. Money becomes a very poor of value in a period of
 A. deflation B. inflation C. stable prices D recession
52. The market price of a commodity is determined by the
 A. Interaction of demand and supply B. total demand for the commodity C. law of demand D. quantity of commodity supplied
53. If the price of margarine rises substantially, the equilibrium price and quantity of butter demanded will
 A. increase B. decrease C. remain constant D. fluctuate
54. Money as a unit of account implies that it can be
 A. counted in units B. Used to facilitate exchange C. used to measure the value of goods and services D. used for future payment
55. A change in supply implies a
 A. shift in the supply curve to the right B. shift in the supply curve to the left C. shift in the supply curve to the left or to the right D. movement along the supply curve
56. The situation where government revenue in a focal year is less than its expenditure is referred to as
 A. budget deficit B. balanced budget C. budget surplus D. budget statement
57. land is often different from other factors of production because it
 A. is a free gift of nature B, constitutes one-third of the entire world C. has different grades D. is owned by individuals
58. Public corporation in Nigeria are set up to
 A. provide welfare service for the people B. make maximum profit C. provides jobs for the people D. compete with private companies
59. In economics, the reward for labour is in form of
 A, wages B. profit C. rent D. interest

60. Which of the following may not be included in explaining the term production?
 A. provision of service B. manufacture of goods C. changing raw materials to finished good D. use of consumer goods
61. Which of the following business establishment are not motivated mainly by profit?
 A. Public limited companies B. private limited companies C. holding companies D. co-operatives
62. Which of the following is the correct way to calculate total cost?
 A. addition of fixed cost to variable cost B. Division of total cost by total output C. addition of Marginal cost to average cost D. multiplication of fixed by variable cost
63. Division of labour may be restricted when
 A. an ailing economy has improved B. market is small C. there is full employment D. There is inflation
64. Which of the following is not an advantage of division of labour? It
 A. saves time B. makes possible the use of Machines C/. is monotonous D. leads to specialization
65. The occupational distribution of production in most West African countries shows the highest concentration in
 A. Agriculture and allied industries B. mining and manufacturing C the distributive trade D. commerce and industry
66. the main objective of production by an entrepreneur is to
 A. equate marginal revenue with marginal costs B. provide employment opportunities C. equate total revenue with total cost D. equate average revenue with average cost
67. Which of the following is not a source of finance for a one-man business?
 A. money lenders B. sales of shares C. loans from banks D. inheritance
68. Land is a most significant factor in terms of contribution to the economy because
 a. It enables us to build industries B. vital resources that enrich the economy from it C. we build houses on it D. all our highways are constructed on it
69. Capital as a factor of production is important because
 A. use of machine made possible B. most tasks can be done with bare hands C. people can work without capital D. it provides money which is essential
70. An economic system in which the state owns and control the means of production is known as
 A. free enterprise B. socialist economy C. mixed economy D. welfare economy
71. Division of labour gives rise to
 A. exchange of goods and services B. the use of a barter system C. unemployment D. delay in production
72. A situation of full employment exists when
 A. every adult is employed B. all adults who can work are employed C. only the disabled are not employed D. all those who are able and eligible to work are employed
73. Which of the following functions of money makes it possible for any person to provide for old age
 A. medium of exchange B. store of value C. measure of value D. unit of account

74. Which of the following is not a set of measures of central tendency?
 A. mode of median B. mean and median C. median and percentage D. means and mode
75. The decision of what to produce is a problem in
 A. all economic systems B. a mixed economic system only C. a democratic socialist economy only D. a free enterprise system only
76. All the under listed factors directly affect the supply of a commodity except
 A price B. improved production method C. access to capitals D. levels of income
77. Under the socialist economy, the decision on what to produce is determined by the
 A. producer B. price C. government D. level of expected profit
78. Malthus observed in his theory that population was growing
 A. at a regular rate B. in arithmetical progression C. in geometrical progression D. in mathematical progression
79. At optimum population level a country has its
 A. maximum population B. ageing population C. highest birth rate D. highest output per head
80. Subsistence agriculture means
 A. cultivation for external use B. cultivation for local industries C. farming for urban dwellers D. cultivation for household consumption
81. Farm produce are graded, packed and distributed by
 A. purchasing co-operatives B. marketing co-operatives C. agricultural co-operative D. wholesales co-operative
82. Rent and interest are rewards to
 A. labour and capital respectively B. land only C. capital only D. land and capital respectively
83. the unemployment associated with decrease in demand is referred to as
 A. disguised B. imposed C. cyclical D. frictional
84. the efficiency of a country's labour force depends on all the following except
 A. adequate training B. stable economy C. frequent strikes and lock-outs D. improved working conditions
85. in calculating the gross national product (GNP) by the income approach, all the following are included except
 A. wages and salaries B. rents on houses C. retirement benefits D. direct taxes paid by persons and companies
86. A shift in the supply curve to the right will result in a
 A fall in both the price and supply B. fall in price but an increase in supply C. rise in both prices and supply D. no change in price and supply
87. One of the disadvantage of division of labour is that it
 A. saves time B. makes work monotonous C. encourages full utilization of capital D. allows greater use of machinery
88. the value of money is affected by the
 A. speculative motive B. price level C. transactionary motive D. employment level

89. Which of the following is not a problem in the barter economy?
 A inflation B bulkiness of commodities C double coincidence of wants D multiple exchange rate
90. If the price of product K declines, the demand curve for the complementary product J will
 A. shift to the right B. decrease C. shift to the left D, slope upwards
91. Which of the following would not increase the population of a country?
 A. better medical service B. immigration C. emigration D An increase in birth rate
92. The largest employment sector in west African is
 A. construction B. transportation C. petroleum D agriculture
93. The outward shift of the production possibility curve could be due to
 A. military conquest B inflation C. economic growth D massive Importation
94. In public company, entrepreneurial function are performed by the
 A. Worker B. Shareholder C. creditors D board of directors
95. If the last naira spent on each commodity by a consumer gave him equal satisfaction, it means that consume has been able to
 A. cut cost B. maximize cost C. increase profits D. maximize utility
96. The introduction of division of labour in a firm will lead
 A. a fall in output B an increase in output C. an increase in unit cost D a decline in the efficiency of labour
97. Which of the following is a factor affecting the size of national income
 A size of the active population B. taste of the consumers C. number of registers trade unions D. regularity of payment of national debt
98. Progressive system of taxation implies that the
 A. poor pay relatively more B. tax rate falls as the tax base increase C. tax rate increase as the base increase D. rich and the poor pay the same amount of tax
99. The economy system in which the decisions about what to produce, how to produce and for whom to produce are made by private firms is called
 A. Socialization B. Welfarism C. Communism D. Capitalism