

**ENVIRONMENTAL AND PERSONAL FACTORS AS
CORRELATES OF PERFORMANCE OF SECONDARY SCHOOL
STUDENTS' IN ENGLISH LANGUAGE IN NORTH SENATORIAL
DISTRICT OF DELTA STATE**

BY

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**DEPARTMENT OF GUIDANCE AND COUNSELLING,
DELTA STATE UNIVERSITY, ABRAKA.**

JANUARY, 2015.

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CERTIFICATION

We, the undersigned, certify that this dissertation was written by Emefia Peter Sunday, in the Department of Guidance and Counseling, Faculty of Education, Delta State University, Abraka.

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DECLARATION

I hereby declare that the work is being carried by me: Emefia Peter Sunday in the Department of Guidance and Counseling, Delta State University, Abraka.

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Date

DEDICATION

This research work is dedicated to my beloved wife – Mrs. Emefia Philomena Eluemunor and children – Victory, Emmanuel and Daniel for their encouragement and patience throughout the period of study.

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I give God the glory and honor for the enabling grace to complete this research work. I thank my supervisor- Dr. (Mrs.) E.E. Ebenuwa – Okoh for her guidance, encouragement, correction and making this research work a success. I am most sincerely indebted to Dr. P.U. Osadebe for his concern, corrections and immense contribution in order to make this work a success.

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ABSTRACT

The purpose of this study was to investigate environmental and personal factors as correlates of academic performance in North Senatorial District in Delta State. The researcher is interested in this study because of the increase in low academic performance of students in English Language in secondary schools at both internal and external examinations, such as NECO, WAEC, JSCE, NABTEC respectively. Based on these problems, the researcher raised five research questions and five null hypotheses to guide the study. There was literature review to cover; conceptual frame work, concept of academic performance; school environment, family background, self-efficacy belief and locus of control as variables. There was empirical review of literature and also appraisal of literature review. The sample size was 292 students from 27 sampled public schools. Data for the study were collected using researcher's structured and developed instrument titled: Environmental and Personal Factors as correlates of Academics performance of secondary school students in English Language in Delta State and also SSII promotion result for 2012/2013 session. It has face and content validity. Cronbach alpha reliability procedure was used to assess reliability of the instrument at 0.05 level of significance. Research questions were answered with regression analysis. The regression statistical analyses were also applied to test the five null hypotheses at 0.05 level of significance. The data analyzed, showed the following findings: The school environment showed a positive significant relationship with academic performance of students. The family background showed positive significant relationship with academic performance of students. The self-efficacy belief did not show any significant relationship with academic performance of students. The locus of control showed positive significant relationship with academic performance of students in secondary schools. Based on these findings, some recommendations were made in this research work. The teacher–student relationship should be cordial within the school environment in order to promote good learning outcome. This study also unfolds its implication to education and counseling practice. There were contributions to knowledge at the end of the study.

CHAPTER ONE

INTRODUCTION

Background to the Study

Education is the acquisition of knowledge for both national development and advancement of mankind. The essence of general education in Nigeria is to improve, enhance, attain worthwhile and suitable life and adapt to the changing society. However, this can only be achieved if secondary school students who are in the citadel of learning get actively involved in academic activities which will enhance academic performance.

The primary function of the school is to mould the character of the child and train him to possess English Language skills in order to attain academic success. This will enable the child to perform optimally both in real life situation and be used in his/her academic potentials. In the school, there are academic goals that have been set. The child ought to accomplish his own desired academic goal. If a child fails on the part of achieving success in his/her academic activities, he/her is being frustrated. This may arouse unpleasant emotional disturbances, which will definitely affect his/her academic performance especially in English Language.

English Language is a compulsory subject in Nigerian education. It is a necessary medium through which all other subjects are communicated. At all levels of education, (primary, post-primary and tertiary institutions) students are faced with problems of poor attitude, lack of interest and lack

of zeal towards studying English as a basic Language of instruction, communication and information dissemination. This is as a result of negligence by stakeholders on the importance and usefulness of English Language to the achievement of all other subjects in the educational system.

The concept of academic performance is being determined by the success achieved in different subjects. It varies in definitions. Rodriguez (2000) considers academic performance in English Language as a situation in which the student attains expected achievement according to his abilities. This results to his/her personality trait that affects all aspects of life. Feingold (2003) stated that, academic performance is affected by a host of factors. They include: learners' household characteristics, such as student's ability, motivation, childhood training and experiences, socio-economic status (SES), schools location, peer influence, teachers' teaching style, biological inherited traits, behavioral attitudes and gender differences.

The academic performance of students in English Language affects all aspects of acquiring knowledge for the improvement of life. The poor English Language skill acquisition due to antecedent factors might have sprung up to affect linguistic- cultural backgrounds of learners. This deficiency leads to mental poverty, spiritual poverty, mind set poverty and a state of life failure. The challenges of attaining poor academic performance by secondary school students are very rampant to speakers of other languages, than speakers of English as first native language. Their

performances in English Language equally affect the performances of other subjects, leading to school dropout, high failure in public examinations and high incidence of academic under achievement in higher institutions. Unoh (1982) ascertained that failure of most students in most subjects is as a result of poor reading skills which culminated from English Language deficiency.

Wilberg and Lynn (2002) explains that female have better language abilities including essay writing skills, vocabulary and word fluency which contribute to better course work.. Stage and Kloosterman (2005) noted that gender differences in English achievement continue to exist on high cognitive level of tasks at Secondary School level. They noted that socio-economic status of parents from high educational levels and income will tend to prove better academic performance of students.

Academic performance of students could either be negative or positive in performances. Negative performance means poor academic achievement in English Language. This can be quantified in scores or marks assigned in grades. Whereas, positive academic performance means success or achievement in test and examinations. This is also quantified in scores or marks or assigned grades in English Language. The poor performance affects all aspects of acquiring knowledge for the improvement of life. Based on the Secondary School background, a significant number of students are expected to have a fair amount of

knowledge in the English language. The results acquired from Secondary School English language skills will equip the students for life. The students that are not doing well in English proficiency will perform poorly in their examinations.

Academic performance could be defined as the display of knowledge attained or skills developed in school subjects designated by test and examination scores or marks assigned by the subject teachers. It could also be said to be any expression used to represent student's scholastic standing. Campuzuno (2001) found that students themselves attribute academic performance to ability and distinguishes those required to repeat a school year from those being promoted because they passed. Insufficient acquisition of language skills for communication may lead to poor academic performance. Although English Language is a Lingua Franca, accepted by most countries of the world, it is not a Nigerian indigenous language. It is being learned and spoken by Nigerian society. So the influence of heterogeneous tribal languages, spoken by different tribes in this country affects the proficiency of Nigerian English learners. Edwards (2002), in his studies, attributes that self-concepts was found to better predict performance than variables such as age or student gender. The other factors noticed were; lack of resource materials, unstable academic session, non compliance to examination instructions, and health status.

Adell (2002) considers family background as the most important and most weighty factor in determining academic performance by students in English. Nigerians are reluctant English readers. Unoh (1982) said that Nigerians are reluctant readers. The reluctant reading and learning of English syndrome is, in essence, a tendency to limit one's reading to what is especially required for the achievement of one's limited objectives. For example; success in specific examination or procurement of jobs. Other manifestations of this syndrome are; inadequacy and poorly developed reading interest, and skills in English Language texts and a tendency to look for short-cut to acquire knowledge as a means to an end.

The performance of students in English Language in Secondary Schools in Nigeria is not encouraging. There is significant growing rate of failure and subsequent drop-out in Nigerian Secondary Schools. This growing failure rate could essentially be noticed in the yearly decline in students' performance in all subjects especially in English Language. Tapia (2002) ascertained that a student fails if he/she cannot perform credibly well, both in class work activities and examinations. It has become necessary to assess how family background of the students influence performance in English. This is to show that students in attentive and non-participation in class work can cause negative performance in academic pursuits.

Many researchers, psychologists and educationists like, Feingold (2003), Rodriguez. (1986), Ugoji (2008) had identified some of the variables that have effects on students' academic performances. This work intends to ascertain the relationship of self efficacy belief to academic performance.

Academic performance is individual inherent potentials in terms of intelligence combined with other sociological factors. Adediwuru and Tayo (2007) in their study, identified personality factors such as anxiety, achievement, motivation and level of interest as factors that influence academic performance of students in Secondary Schools. The consistence of these claims was asserted by Ford (1985) who claimed that students with high self efficacy received higher grades than those with low self-efficacy. The students with negative self- efficacy belief had low academic performance. The relationships of these factors will be looked into by the researcher.

Locus of control, according to Rotters (2000), refers to it as the extent to which an individual believes he/she can control events that affect them. Individuals with a high internal locus of control believe that events result primarily from their own behaviors and actions.

Another important variable to be examined is the school environment as part of environmental factors. It will be viewed in the areas of classroom relationship between teachers and students, teacher's teaching style,

teachers' attitude towards students, shortage of professional English Language teachers as it affects academic performance.

This work intends to view the relationship between the family background of students and their academic performance in English Language. There are several problems that may affect academic performance of students from the attitude of parents towards their children. The first major role of parents is to guide their children right. Parents should teach their children and help them to avoid life full of problems. Also parents can influence their children's character either negatively or positively. Parents are to keep lines of communication open to their children and also supervise their work from the school. This was asserted by Marchesi & Martin (2002) that the values and family expectations, parents level of education, parents motivation, parents' provision of academic materials etc have notable influence on academic results, even when controlling for initial knowledge and socio-economic contexts.

The prevailing correlate variables as; school environment, family background of students, self-efficacy belief, locus of control, may have relationships to the academic performance of students in English Languages in Secondary Schools. It is of the view of the researcher to take these variables together for better understanding of its relationship with academic performance. Therefore, the researcher intends to investigate the relationship of these variables and academic performance.

Statement of the Problem

The researcher's counseling, teaching and learning experiences showed that most secondary school students perform poorly in English Language, both internal and external examinations. The performance of students in the school environment are faced with several problems. These are: problems of relationship with teachers, problems of student-student relationship in the school, class-room behaviors, lack of attendance to class lessons, poor teacher's teaching styles and lack of student motivation. What relationship will these variables play in predicting student's academic performance in secondary school?

Another problem emanates from student's family background. In the family where parents are illiterate, there is non-acquisition of English Language skills, English Language were not spoken, there is non-acquisition of English Language skills as good reading habits, writing, speaking, drama and debating. There is lack of academic materials such as; textbooks, uniform, computers, reading chairs and tables, there is no assistance to writing home work. What relationship would these constraints play in the academic performance of students in secondary schools?

The problems confronting students personal factors are: not been committed to academic studies, lack of self motivation, lack of self discipline, and involvement in evil social vices like cultism. What

relationship would these problems play in determining the academic performance of students in secondary schools?

When students perform poorly in their academics, it may lead to drop out of schools. For this reason, it becomes imperative for the researcher to investigate and ascertain; what relationship does correlate variables of school environment, family background, self-efficacy belief and locus of control have with academic performance of secondary school students in English Language?

Research Questions:

The following questions guided the study:

1. What relationship does school environment have on student's academic performance in English Language in secondary schools?
2. What relationship does family background have on student's academic performance in English Language in Secondary School?
3. What relationship does self efficacy belief have on student's academic performance in English Language among Secondary School?
4. What relationship does locus of control have on student's academic performance in English Language in Secondary Schools?
5. What is the degree of relationships does school environment, family background, self-efficacy belief, locus of control have on academic performance in English Language in secondary schools?

Hypotheses

The following hypotheses were formulated to direct the study:

1. There is no significant relationship between school environment and academic performance of students in English Language in Secondary Schools.
2. There is no significant relationship between family background and academic performance of students in English Language in Secondary Schools.
3. There is no significant relationship between self-efficacy belief and academic performance of students in English Language in Secondary Schools.
4. There is no significant relationship between locus of control and academic performance of students in English Language in Secondary Schools.
5. There is no significant relationship between school environment, family background, and self-efficacy belief, locus of control and academic performance of students in English Language in Secondary Schools.

Purpose of the study

The general purpose of this research is to find out how the correlates of; school environment, student's family background, students' self-efficacy belief, and locus of control variables, relate with the academic

performance of students in English Language in Secondary School. Specifically, the study was designed to;

1. Investigate the significant relationship between school environment and academic performance of students in Secondary Schools.
2. Examine the significant relationship between family background and academic performance of students in secondary schools.
3. Determine the significant relationship between self-efficacy beliefs and academic performance of Students in Secondary Schools.
4. Investigate the significant relationship between locus of control and academic performance of Students in Secondary Schools.

Significance of the study

This study will be of great significance to: English Language teachers, other subject teachers, students, education planners, ministry of education and parents.

This research work will benefit the English Language teachers in secondary schools. This will enable them use better teaching styles in teaching English Language skills. It will equally help other subject teachers to understand the importance of English Language to the study of other subject in the secondary school. The study will also help other subject's teachers to have a sound understanding of the learners' family background and provide adequate learning experience and good teaching styles that will make student perform better in academics.

The students or learners of English Language in secondary schools will benefit immensely. The outcome of this study is expected to unveil the degree of association between the variables of school environment: classroom relationship, teaching style, and teacher's attitude; family background, self-efficacy beliefs, locus of control and their academic performance in English Language. This is to help English Language learners improve on their communication skills and better their academic performance.

The school-based counselors will also benefit from this study. This will expose school counselors to counseling strategies in order to improve student's study habit. It is expected to provide guidelines for counseling student's disorder problems affecting their learning and acquisition of English Language skills.

It will also be relevant to Ministry of Education who is involved in supervision of schools, and those government officials formulating educational policies in secondary schools. It is hoped that this study will be significant to Education and curriculum developers in making adjustment to the present syllabus in selecting topics to be included in English Language studies. In other words, all parents who may have opportunity to read through this study are likely to improve their commitment to the education of their children. The study will open avenues for further research on related themes by other student researchers.

Scope and Delimitation of the Study

This study is limited to Environmental and personal factors as correlates of academic performance in public secondary schools in North Senatorial District of Delta State.

This include such areas as:

1. **School Environment:** this implies teacher-student relationship, student-student relationship, teachers teaching styles, student's participation in class room activities, and student's attendance to classes. All these are within the school environment.
2. **Family Background:** the role of parents in guiding the students, parent's motivation, parents providing academic materials for their student and parental educational expectation for their students.
3. **Self-Efficacy Belief:** this is student internal motivation in order to accomplish set goals.
4. **Locus of Control:** this is students' believe in order to control events which leads to better academic performance.

Limitations of the study

The study had some limitations that would hinder generalizations of findings. The study was limited to;

1. Using structured questionnaire and SSII promotion results in extracting information from target source. This is not enough to discover details of

environmental and personal factors as correlates of academic performance in secondary schools.

2. The public secondary schools in North Senatorial District of Delta State alone cannot be used to generalize the entire state.

Operational Definition of Terms

Academic performance: Academic performance is regarded as student's examination grades or score or marks obtained at the end of a particular semester or courses of study. It could also be seen as the level of performance in a particular field of study. Higher scores indicate better academic performance.

English Language skills: The abilities of an individual to master, experience and obtain competent knowledge to successfully manipulate and apply English Language skillfully.

Poor academic performance: This is when the student fails or could not achieve his abilities and potential. This means that the student did not pass that subject, so he performed poorly.

Correlates: These are variables uniting together to influence or relate to student's academic performance, either negatively or positively. They are: school environment, family background, self- efficacy belief and locus of control.

Environmental factor: Environmental factor in this study refers to variables such as; school environment and family background of students.

Personal factor: Personal factor in this study refers to variables involving the students, such as: self-efficacy belief and locus of control.

Family background: Family background in this work refers to the location of the home where the student lives, family support, family expectations, parent's level of education, parent's motivation and provision of academic materials for their students.

School environment: The school environment in this study refers to social and academic activities that involve teachers- students' relationship in the school that promotes academic performance. Such activities are: classroom behaviors, teacher's teaching style, teachers' attitude, students' participation in class work.

Locus of control: This refers to the extent to which an individual believes that he can control events which leads to his academic performance.

Self-efficacy belief: This is an internally motivated ability that enables an individual to accomplish learning activities which enables him to perform better in academics.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with the review of related literature on the factors as correlate to academic performance of English Language in Secondary School Students in Delta North Senatorial District of Delta State. It is organized under the following headings:

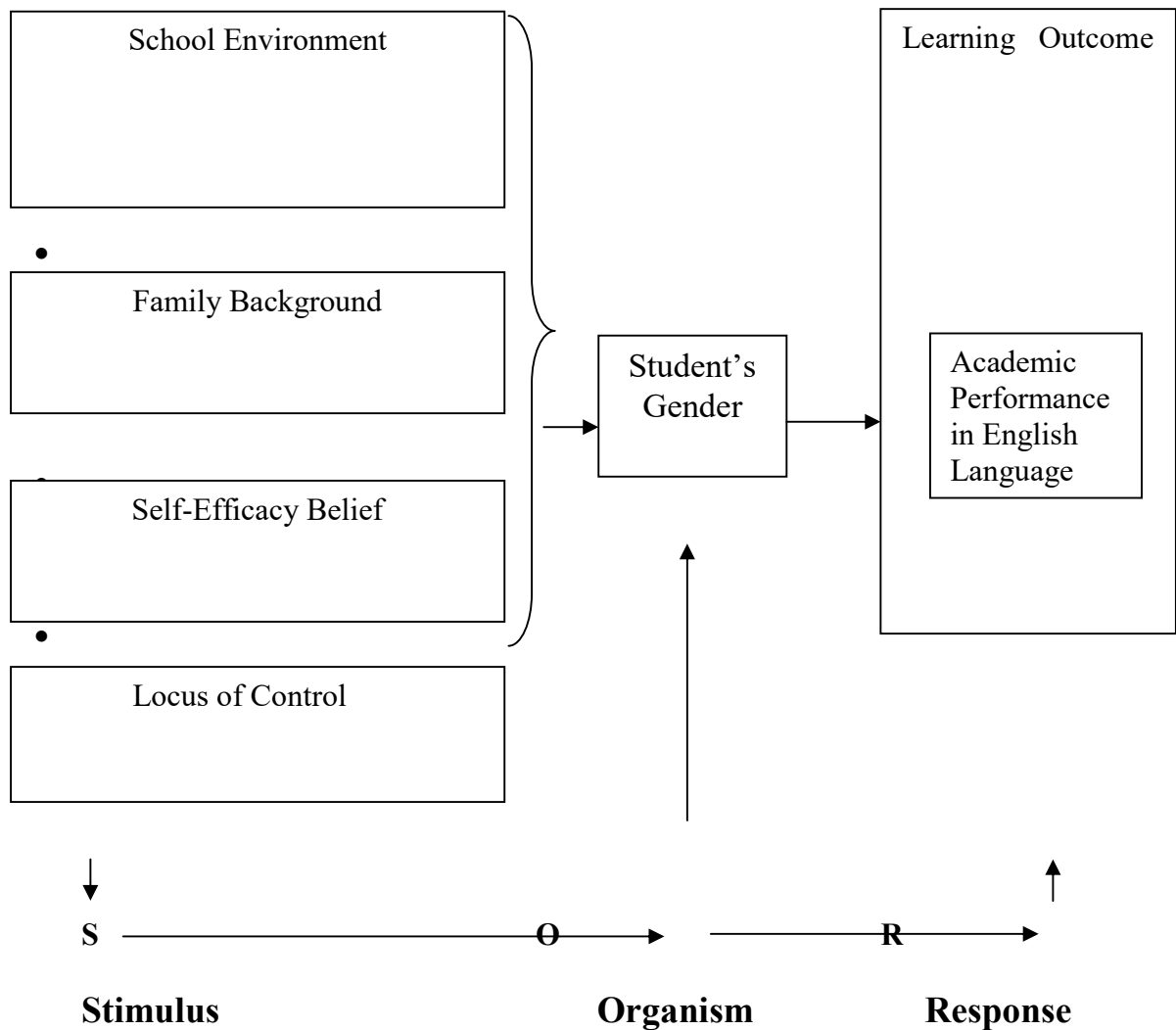
- i. Conceptual Framework of this study.
- ii Subject Matter of English Language Academic Performance.
- iii Environmental and personal factors as correlates of academic performance are:
 - (a) School Environment.
 - (b) Family Background.
 - (c) Self-efficacy Belief
 - (d) Locus of Control
- iv Related Empirical Literature.
- v Appraisal of Reviewed Literature.

Conceptual Framework for this study

The main issue as regards academic performance in English Language is centered on the efficacy of learning: the learner, the learning process and evaluation of learning outcome. Hence the outcome of learning depends on a number of factors or variable.

The Conceptual framework for this study is shown below in fig 1.

INDEPENDENT VARIABLE MODERATING VARIABLE DEPENDENT VARIABLE



(Social Learning Theory: Hull,1962)

There are three levels namely: the independent variables as the militating factors, the moderating variable: the students and Dependent variables learning outcome-performance in English Language. The independent variables consist of several factors, namely: the school environment, self-efficacy, locus of control and family background. All these variables have varying degrees of relationship with the academic performance of students. The moderating variable is concerned with the

learner (student) and dependent variable is the learning outcome (performance in English Language.).

The conceptual framework as presented, considered the interaction between the independent variable and moderating variables and its effect on students' academic performance in English Language. It also considered a direct relationship with the independent variables and dependent variable and also between the moderating variable and dependent variable. The different variables have relationship with learning outcome (academic performance).

However, the conceptual model adopted for this study was hinged on the Stimulus-Organism- Response (S.O.R) of Hull (1962). For the purpose of this study, the stimuli are independent variables – (school environment, family background, self-efficacy belief, and locus of control). The organism is the moderating factor and that is the students. This is the centre of all activities in which learning takes place. While the response is the dependent variable (learning out come-academic performance).

The Independent Variables (IDV) provide modeling stimulus. These enabling factors stimulates the organism 'o', which are the students. The 's' has great influence on the 'o'. The influence of 's' on 'o' can be attributable to the outcome of learning experiences. This can be noticed of the academic performance of students (response R). The (IDV) can change students' academic performance positively.

The Subject Matter of English Language Academic Performance

Academic performance in English Language could be defined as the display of knowledge attained or skills developed in school designated by test and examination scores or marks assigned by subject teacher. It could also be said to be any expression used to represent student's scholastic standing. (Adediwura & Tayo 2007).

Academic performance is individual inherent potentials in terms of excellence combined with other sociological factors. Ojerinde (1981), Adediwura and Tayo (2007) identified personality factors such as anxiety, achievement, motivation and level of interest as factors that affect academic performance. Achievement of enhanced academic performance is a product of personal determination, cognitive development, motivation, as well as several other positive correlates. Edwards (2002) viewed academic performance as the display of knowledge attained or skills developed in school subjects designed by tests and examinations scores or marks assigned by subject teachers. Academic performance is an expression used to represent students' scholastic standing.

Ugoji (2008) stated that academic performance is an indication of one's academic attainment in a learning task within the school system. It is the outcome of an individual learning in a school. Huitt (2003) describes academic performance as the how an individual is able to demonstrate his/her intellectual abilities. This is to show that the level of an individual's

learning id being determined by his academic performances. There is significant growing rate of failure and subsequent drop-out in Nigeria secondary schools. This growing failure rate could essentially be noticed in the yearly decline in student's performance in English Language subject in the Secondary School promotion examination (Appendix IV).

The Relationship between School Environment and Academic Performance

The school environment in the context of this study refers to social and academic activities that involve teachers- student's relationships in the school that promotes academic performance. Such activities are: classroom activities, teacher's teaching style, teacher's attitude in the class, student's participation in classroom. The school environment is like a Knob that works through student's cognitive, affective and psychomotor domains with activities and facilities. The under laying theoretic basic is that there is correlation between stimulating environment and mental development, that is, academic performance (Campuzano 2001).

Several attitudes or behaviors that students portray in the class-room can affect academic performances in English language. Nwagwu (1998) stated, several personal factors contribute to poor academic performance in English language. Such factors are faulty study habits, lack of innate ability, poor student motivation, lack of good health, and behavior due to adjustment to the school environment. Most children exhibit anti-social,

aggressive or acting out behavior in the classroom. Some are withdrawn, anxious or fearful. Behaviour problems may cause poor academic performance in examinations in various stages of educational system and increasing school dropout. Other problems may be caused by lack of student's interest in schoolwork, lack of ability, non-devotion to academic work etc.

Navqvi (2006) stated, the first variable is class attendance. This explains student's attitude towards class attendance. This reflects his level of interest in learning. Student's attitude towards time management for studies is reflected through the numbers of hours spent in studying a particular subject after school on daily bases. The interest a student exhibits in English language is shown when he put more hours studying and participating in speaking good English language. Bandura (1986) in his social cognitive theory stated, Teachers have challenge of improving the academic learning and confidence of the students in their charge. Using cognitive theory as frame work, teachers can work to improve their student's emotional states and to correct their faulty self-beliefs and habits of thinking, improve their academic skills in English language and alter the school and classroom structures that may work to undermine student success.

Marchesi and Martin (2002) propose that pupil's socio-cultural level and his previous attitudes indirectly influence the results of learning English

language in the classroom procedures. The personal relationship between teachers and pupils is being determined by the value each of them reciprocate each other in the classroom environment. Ohuche and Ali (2000) stated that it has been established fact that children attending generally low ranked (public schools) is disadvantaged in both reading, English language and general academics. The consistently low grades in academic performance of such schools suggest the absence of a coherent strategy for teaching and learning, a paucity of English language and other subjects. A rural school may be far from a child's home. This encourages the child's truancy from school. Another barrier is largeness of the classroom population. It will also create poor quality reading of English language instruction.

Strucker and snow (2001) buttressed that poor quality schools coupled with poor attendance was a common experience among low literacy adults and their wards especially if they grew up in rural areas. The classroom practices of ineffective schools are characterized significantly low rate of time for tasks, less teacher presentation of new materials, low rate of teacher communication, few instances of motivation, more indiscipline problems and poor teaching style by English teachers. All these are variables that affect student's performance in their examinations.

Teachers- Students Relationship and Academic Performance

The enormous importance of English Language skill is for communication. There is therefore understandably huge interest in students' achievement in English Language performance. In the light of this, there is relationship between the students family back ground classroom environments and students academic performance in English Language.

Atkinson (2000) buttressed that teacher-pupil relationship are also mediated by the teacher's attribution of academic performance of the student. This means that teacher's relationship with students can promote or mar academic performance. While good teacher-pupil relationship gives better academic performance by the students, bad teacher –students' relationship causes poor academic performance.

Poor teaching style is a factor that influences student's poor academic performance in English language. The teacher's lack of readiness to understand the nature and complexity of the reading process, had contributed to the ultimate failure in developing meaningful linguistic programmed. Farant (1984) maintained that one can usually say a little about a subject, but the less he knows, the sooner he dries up. Consequently, the unprepared teacher gives lessons which lacks relevant contents and make the lesson uninteresting. This factor is a crucial one since it demoralizes student's interest in English language and hereafter affects their performance during examinations. Banjo (2003) said that many teachers use lecture method and give notes, lazy ones merely dictate notes

or write on the chalk board for students to copy and commit it into their memory even if they do not understand the items. This method arouses dislike for language acquisition in the minds of the learners.

Gyuse (1993) viewed that unprepared teachers lacks initiative and incentive to improvise due to lack of encouragement. Nwachukwu (2000) attributed poor teaching style as inappropriate method adopted by teachers, non availability of teaching aids, lacks mastery of subject matter, and even usage of aversive stimuli which will not foster acquisition of English language skills. Such aversive stimuli applied are: - corporal punishment, scolding, ridicule, scorn, sarcasm and threats. Teachers use these aversive stimuli when they do not possess mastery of subject matter and tend to skip such content areas. Hughes (2010) opined, Poor teaching condition and the use of unstable approach in the teaching methods are two important factors that influence backwardness of learning English language. So teachers who do not possess good teaching style and experience will always use poor teaching methods in conveying his lessons.

Ehinderero and Ajibade (2000) asserted that some English language teachers lacks professional, experience, skills, techniques, strategies, temperament etc that would facilitate effective English learning students forget so easily due to poor teaching style of impacting the knowledge. Clifford (1981) asserted poor teaching is the situation where teaching is unsystematic or not organized. Where the teacher lack the knowledge of

subject matter, lack the ability to use vivid illustrations, laziness or lack of enthusiasm. Poor teaching style make English learners not to be interested in the subject. Students generally do not understand and how to apply such concepts as, grammatical structures, lexis, objectives, phrases, idiomatic expressions, phonetics etc in their daily life situations. A rich and stimulating language environment during the early years and beyond is essential to the development of verbal and intellectual skills necessary for English language learning.

Malinowski (1991), asserted that composition writing is a difficult skill to acquire. He recommended that variety of methods should be applied in teaching English language. Ellis and Tomilson (1980) recommended some basic skill to be taught to English language learners so that they can write essays proficiently. Such skills includes; spelling, punctuation, linguistic skill and convention style. Adediwura and Tayo (2007) stated that good teaching style should possess good communication skill. They are; precise terminology, connected discourse, transition signals and emphasis. Skillful teachers summarize and link ideas together at the end of his lesson. Good teaching, review summaries of previous work and help students link what has been learnt to what is coming. Closure is a form of review occurring at the end of the lesson.

There are so many teaching styles that English language teachers should adopt. The effective teaching styles should encompass the following

steps:- preparation for instruction (organizational skills); motivation (Communicative skills); presentation of learning tasks (Focus skill); inducement of the trial response (Feedback skill); fixation of response (Closure skill) and test response (Evaluation skill).

Motivation of Students by Teachers

In order to study English language as a second language and become successful at it, the student must be helped by the teacher to acquire skills; namely: speaking, reading, listening and writing. Gray (1969); Ogiegbaen (2006) speculated that language is a vehicle of social interaction and we need effective language to function properly in the work place, social interaction, and indeed, for functional literacy. According to Eggen and Kauchak (2001), positive teacher's attitudes are fundamental to effective teaching. A good English Language teacher must be interested in teaching his subject. He fills the student's mind with devouring curiosity to know what would be the next steps in connecting with the subject matter. The attitudes that will facilitate and support classroom environment are; enthusiasm, caring, firm, democratic principles to promote students responsibility, use time for lesson effectively, have established efficient routines, interact freely with students and provide motivation for them.

Cases abound in our Secondary schools today where some teachers engage in commercial activities during their official hours and do not have time at home to read and prepare for lessons for their students. Those

teachers turn classroom, staff room and school environment into mini markets. In this circumstance, there is teacher truancy; students are subjected to truancy, poor teaching and learning.

On the other hand, students need motivation in order to perform very well during examinations. Competition among students is a very motivating factor, which affects their achievement and their over-all process of development. The areas where English language can up hold good performance are; debate, essay competition, quiz, letter writing, spellings, reading competition etc. Atkinson (2000) head other variables as regards teacher's influence on student's academic performance. Teacher's motivation and his personal relationship with students can mediate his academic performance or accelerate his learning ability". So teachers can motivate students in order to perform well during examinations.

The shortage of professional English language specialists in senior secondary schools is another important variable that influence the academic performance of English language. Crookall (2000) stated few teachers are trained in English language as specialists. Abdullahi (2000) identified such variable as inadequate staff for English language subject in the schools as well as supervise teaching. The constant transfer of teachers in public secondary schools had compounded the problem of teaching and learning in schools.

The Federal Government declaration in the Third Development Plan on Education stated the quality of teaching staff is probably the most important determinant of educational standards in all levels. To achieve the objectives of English language learning and attain a high academic performance as contained in the National Policy on Education, (2004) that it will require thoughtful, interested, experienced, highly motivated and skilled teachers to handle English language subject. The use of untrained teachers causes a great deal of poor teaching resulting in high rate of failure.

Relationship between Family Background and Academic performance

The family background should be an environment in which children have the opportunity to succeed and be happy. A conducive home influence manifests itself further in the school environment. It helps plan, execute and evaluate the child's school experiences, in relation to his level of maturation and readiness for future career. Equally, both parents should help to protect and foster English Language and communicative skills of the child in order to help him or her academically. Furthermore, it has been ex-rayed that some factors, which are attributes present in the family, contributes greatly to the academic performance of the student.

Macualey (2000) viewed that the problem today stem from students feeble foundation of English language. In Nigeria today, students continue to experience English language difficulties because of bilingual nature of

our means of communication. The first is mother tongue and secondly is the English language skill acquisition. Slrucker and snow (2001) stated, as in the case of students with limited English proficiency, dialect differences are often compounded with poverty, cultural differences, substandard schools and other abilities. Family background is the most important factor in determining the academic performance attained by the student. Among the family factor, the greatest influences are social class variable, the family education level and family environment.

Marchesi and Martin (2002) stated that the upper social class status show a better use of met cognitive strategies than those in lower class. The influence of social is mediated by cultural level, which in turn determines family expectations, values and attitudes regarding education. In other words, motivation to achieve depends more on the parents' level of education than level of income. Yvonne, Walter and Soyibor (1988) stressed that students' performance in English language is very much depended on socio-economic background (SEB). The statement is concerned with secondary school students' level of performance with significant differences linked to their gender, grade level, school location and school type.

Navqvi (2006) said a major contribution of this study lies in the demonstration of the large impact on the role of mothers in the student's performance in English language. The home environment must be friendly

and complement to the needs of the child. A conducive environment help parent to offer guidance to teach their children reading and writing skills even going to school at their early stages of life. Tansley (1999) suggested if backwardness in English language is ameliorated, efforts should be made to improve the poor linguistic background especially as it relates to people from illiterate homes that have little or no contact with books, periodicals, journals, magazines or newspapers. Students from low-income communities are likely to become poorer readers than students from affluent communities.

Allen (2010) stated that in home where reading is never done in any form, English language improvement is a very serious handicap and such children must experience difficulties in performing well in academics. Adeyemo (2010) expressed that parental educational background, income, exposure, parental relationship with each other, strength of the family population, religion, sex differences, occupation etc can play important role in determining academic performance. The interplay of these factors in the family determines to a great extent the readiness of the child to learn. Nevertheless, the influence of other factors like mental and physical disabilities can account for poor academic performance in English Language.

Family Support

The family support for children's education is very crucial to the child's performance in English language and other subjects. The parents and other members of the family support the child financially, morally, emotionally, materially etc. The influence of educational climate is defined by the amount and the style of help that children receive from the family; this is determined by elements of relationships, attitudes towards values and expectations.

Marchesi and Martin (2002) stated that values and parental expectations have notable influence on academic results, even when controlling for initial knowledge and socio-economic context. The unfavorable family climate promotes non-adaptation, immaturity, lack of balance and insecurity that can easily affect concentration in the learning process especially in the acquisition of English language skills.

The family is a contributing factor towards achieving academic success or failure in English language. In Nigeria, the educated and rich parents cherish high educational expectations for their children. They encourage their children to attend good schools at all levels of education. The parents/guardians desire best profession such as lawyers, pilots, Engineers, Medical Doctors, Pharmacists, etc for their children. Such parents see education as means of upward mobility. Parents want their

children to be exposed to the best facilities so as to improve on their reading potentials.

The educated and high socio-economic status parents expose their children to modern Teaching Aids, Television, Computers, Textbooks, and other reading materials. The children are assessable to Videocassettes and other electronic medium to assist on English language drills on word pronunciation, discussions on topics, write-ups etc. The children also have toys, computer games etc in order to stimulate English language communication skills. The parents can occasionally afford taking children to recreational centers, Newspaper publication companies, Radio and Television houses etc. The influence of parental literacy on students in English language performance in the school cannot be over emphasized.

The child's perception of family support directly affects English language skill performance, while the mother's level of education does so indirectly. The good academic preparation of the parents, especially the mother, and a positive cultural environment, favors scholastic performance. Yvonne and Kola (1998) opined that students who hails from educated homes, enjoys academic correction from parents. Whenever the student performs poorly in English language class work, tests or examinations, parents will teach and correct their children so that they will understand it. The illiterate parents cannot do it and this will affect children's academic performance in subsequent examinations and class tests.

Various studies revealed a positive influence between the educational attainment of parents and the academic performance of students. Some of these researchers pointed out that where parents are highly educated and reasonable, they can co-ordinate the home and school influence on their child in such a way as to bring progress in his academic work. Adeyemo (2010) agrees that if parents are themselves well educated and successful in life, the children are further stimulated to achieve. Various reviewed works by Douglas (1991) in the United Kingdom attempted to bring out the influence of occupation, income, educational attainment and cultural interests of parents on the abilities of children as measured by intelligence quotient and school achievement. The studies showed positive correlation between parent's level of education and the children's affective intelligence. Educated parents encourage their children to develop interest in school work by providing for them to succeed in life as they themselves have done. Odebunmi (1975) said that: middle class parents tend to provide a good environment for their children academically than those from poor homes.

Parents and Teachers Provision of Academic Materials and Academic Performance

Academic materials are educational inputs that are vital to the teaching and learning of English language in schools. The academic

instructional resource materials would make discovered facts glue firmly to the memory of students.

Savourly (2008); Jekayinfa (2008) clarify that a well planned and imaginative use of visual aids in lessons should do much to banish apathy, supplement inadequacy of books as well as arouse students interest by giving them something practical to see and do, and at the same time helping to train them to think things out themselves. Catalogue of visual aids are good for teaching and learning new words, objects etc in English language. Such academic structural materials used in learning and teaching English language are; Post cards, Flannel graphs, pictures, Radio, Television, Diagrams, Sentence cards, Models, Newspapers, Filmstrips, Tape/cassettes recorders, etc. The selection of resources materials is very important since it must be related to basic contents of a course of lesson. Momoh (2001) in Jekayinfa (2001) correlated material resource with academic achievement of students in ten subjects. Information was collected with subject teachers, in relation to the resources employed in teaching five (5) schools. The achievements of students in (WASC) examinations for past 5 years were related to the resources available for teaching each of the subjects. He concluded that material resources have significant effect on students' achievement on each of the subjects.

Odili and Osadebe (2008) explained that books are primordial to the achievement of education goals. Reading of any sort cannot take place in

the absence of books. Nigerians are associated with poor reading culture. Books are indispensable academic materials for teaching and learning English language in schools. It enhances the exercise of learning materials by students. This recognition informed the recommendation of books for pupils in both primary and secondary schools in different states of Nigeria.

The Nigerian National Policy on Education (NPE 2004) recognizes books as an essential educational service that will facilitate the achievement of goals in education. Books facilitate teaching, learning and assessment of English language subject. English language textbooks help learners to gain knowledge of subject matter. Different books aid development of good reading habits and culture. For students to improve on English language skill of reading, writing and speaking skills they must read so many books both on English language subject and other subjects. In the whole, the family background being an umbrella in the initiation of the child into the word should provide favorable conditions which will improve the academic performance of the child, irrespective of the constraints encountered in his academic pursuits. Students come from different homes and as a result, have different challenges to contend with. It is common knowledge that students are generally beset with various kinds of problems as soon as they are admitted into secondary schools.

The Relationship between Personal Factors and Academic Performance

These are variables that concern the student or the learner. The student adequacy or inadequacy has resulted to academic performance especially English Language in a negative or positive out comes.

The following factors are considered under personal factors:

- i Self – Efficacy Belief
- ii Locus of Control

Self-Efficacy Beliefs and Academic Performance

Self-efficacy belief is an internally motivated ability that enables an individual to accomplish learning activities that enhances better academic performance. Self-efficacy is used as a concept to relate to more circumscribed situation and activities.

According to Bandura (1982) high self-efficacy beliefs provide the foundation for student's motivation, well-being and personal accomplishment which enables him to perform better in academics. The low Self-efficacy belief is capable of Tanta rating one's effort towards no achievement or failure in academic performance. He does not belief he can work hard and pass. Personal factors, individuals possess self- beliefs that enable them to exercise a measure of control over their thoughts, feelings and actions which affects their academic performance.

Self-efficacy beliefs help determine the successful outcomes of what one expects. Those students that are confident in their academic skills expect high marks on examinations and expect the quality of work to reap personal and professional benefits. Bandura (1982) noted, low self-efficacy belief fosters anxiety, stress, depression and narrow vision. With the views of Bandura, it is imperative that a student who performs well in academic exerts high self-efficacy. They work harder in order to score high grades during examinations. The lazy students or unprepared ones are on the group of low self-efficacy beliefs who performs poorly in any given examinations.

Ford (1985), claimed that students with high self-efficacy received high grades than those with low self-efficacy and that students with negative self-concept have poor academic performance. The self-regulatory mechanism will help the learner provide the potential for self-directed changes that could improve or mar academic performance. The individuals' self-reflection makes him to rethink and engage in self evaluation plans for better performance in English Language studies.

Okafor (1991) stated that motivation is a process by which a person is internally or externally stimulated towards an activity. In other words, motivation is a process, which spurs a learner to engage in purposeful learning experiences. Motivation is goal oriented which has to do with energy, which impels a person's activity towards a particular goal. Through

motivation, talent is brought to perfection. Motivation is a 'sine qua non' for the attainment of adequate and valid goals, whether individual or social.

Self-motivational factors are inner compulsion or inner urge to respond to the dictates of excellence as an innate. Among personal variables, self-motivation is considered to be the element that initiates the individual's involvement in learning. When a student is strongly self-motivated, all his efforts and personality are directed towards the achievement of a specific academic goal. Such academic goal spurs him to work for success in his examinations.

Diaz (2008) stated that self-motivation is found to be one of the elements that must distinguish those required to repeat a school year from those promoted. Self-motivation and self-concept goes together as one in order to achieve a common purpose in life. Self-motivation and self-concept are risk-reducing factors against academic failures. Edwards (2002) stated that self-motivation is found to be a predictor to better academic performance than variables such as age, gender. Self-concept influences intrinsic motivation which inspires the student to work harder for success. For an individual to acquire communicative skills for effective communication, one needs stimulus-impulse which motivates him to learn better.

Egbule (1994) stated that the amount of stimulation of motivation that a child receives, gives him the go-ahead that will alter his learning

capacity. Self-motivation is very important to every student because it has a propelling force to enable him to achieve success. Ugoji (2008) ascertained that evidence bounds that lack of achievement, motivation and low-esteem creates in student's lack of interest to involve for high academic performance. An array of studies focused on salient issues as self-esteem, self-efficacy, attitude to study, study habits, locus of control, circadian rhythm and family style as factors associated with academic performance.

According to Egbule (1997), People's level of motivation, affective states, and actions are based more on what they believe than on what is objectively true. So without self- motivation the student performs poorly in the development skills and in examinations.

Locus of Control and Academic Performance

Locus of control refers to the extent to which an individual believe that he can control events that leads to academic performance. Rotter (1954) refers to locus of control as the extent to which individuals believe that they can control events that affect them. Individuals with a high internal locus of control believe that events result primarily from their own behavior and actions. Those with low internal locus of control believe that powerful others, fate or chance primarily determine events. Students with a strong internal locus of control believe that their grades in English Language will be achieved through their own abilities and efforts whereas

those with strong external locus of control may believe that their grades are the result of good or bad luck.

The locus of control theory explains why people succeed or fail in every efforts being made. Weiner (2000) added the dimension of stability-instability, and somewhat later controllability, indicating how a cause could be perceived as having been internal to a person yet still beyond the person's control. White (2008) correlated locus of control with academic success of students enrolled in higher education courses. Students who tended to be more internally controlled believed that hard work and focus would result often times in successful academic progress and they performed better academically. Those students who were identified as more externally controlled, believing that their future depended upon luck or fate, tended to have lower academic performance level.

Schultz and Schultz (2005) stated that children in large single-parent families headed by women are likely to develop an external locus of control. Children who develop an internal locus of control tend to come from families where parents have been supportive and consistent in self-discipline. There has been ambiguity about whether parental locus of control influences a child's locus of control. Although at least one study has found that children are more likely to attribute their successes and failures to unknown causes if their parents had an external locus of control. Warmth, supportiveness, love, caring and parental encouragement are

essential for development of an internal locus. A student who lives a self-discipline life, according to their family standard pattern tend to be more serious in their academic studies and performs well in examinations, than those whose fate lies on external means to achieve success. The students who depended on external locus of control are those who find themselves being involved on destructive activities such as; cultism, stealing, truancy and examination malpractice.

Related Empirical Literature

A research study carried out by Ebenuwa- Okoh (2010) to show the relationship between school environment (physical, social and psychological) as independent variable and academic performance as dependent variable. The T-test ANOVA and regression were used to test the hypothesis at 0.05 level of significance. Physical-0.39, social-0.49 and psychological- 0.42. The Cronbach- Alpha procedures was used to obtain the correlation coefficient =R. This reveals the standard deviation and inter correlation matrix of the independent (school environment – physical (5.810), social (4.410), psychological (3.027) and academic performance at 0.05 level of significance. The findings revealed that there is a significant relationship between school environment and academic performance of students. The study confirms Bulus (2000), who opined that conducive academic environment sensitizes and stimulates students for better academic performance.

Another research was conducted by Adediwura & Tayo (2007) on perception of teacher's knowledge, attitude and teaching skills as predictor of academic performance in Nigerian Secondary Schools. The result shows that the average academic performance of students in five selected subjects correlate and depend significantly on students' perception of teachers' knowledge of subject matter. This result is consistent with previous findings (Ehinderero and Ajibade, 2000). The study has demonstrated a significant relationship between students' perception of teacher's knowledge of subject matter and academic performance. This result is also in line with Durojaye (1976). He supported the idea that teachers' positive attitude and good personal qualities bolster students' academic performance.

Appraisal of Reviewed Literature

This chapter has examined different dimensions on the correlates factors that could have relationship academic performance. It is possible that some of these factors or variables enumerated in the literature review have received significant attention to prove strongly its relationship with Student's academic performance positively. This literature review had discussed such correlate factors as Personal Variables: Self-efficacy belief, Locus of control. School environment: Classroom relationship, Teacher's teaching style, Teacher's attitude. Family background: Family support, provision of academic materials, family expectation, and parent's level of education.

This research provides good knowledge and understanding of different variables and its relationship with academic performance of students in English Language in secondary schools. The review of related literature showed that there is numerous works in singular variable as regards relationships between school environment, family background, and self-efficacy belief, locus of control and academic performance of students in English Language. This research work intends to ascertain the relationship of environmental and personal factors as correlate variables in the school's cultural setting. This is the gap of knowledge that this study has filled.

CHAPTER THREE

RESEARCH METHOD AND PROCEDURE

This chapter deals with the research method and procedure used in conducting the study. It was organized to discuss the following headings:

1. Design of the Study
2. Population of the Study
3. Sample and Sampling Procedures
4. Research Instrument
5. Validation of Instrument
6. Reliability of the Instrument
7. Method of Data Collection
8. Method of Data Analysis

Research Design

The study is descriptive survey. It is descriptive survey because it uses people's opinion. It is correlation in nature. It determines the relationship of these variables: School Environment (SV), Family Background (FB), Self-Efficacy Belief (SEB), Locus of Control (LOC), as correlates of academic performance of students in English Language in Secondary School. The correlation design is preferred because it predicts the relationship between variable and performance of students.

Population of the Study

The population for this study consisted of all public Secondary School classes of SSII in the nine (9) Local Government Areas of North Senatorial District of Delta State. There are 129 Public Secondary Schools in North Senatorial District of Delta State. These 129 Public Secondary Schools had total population of 27, 432 (Twenty-seven Thousand, Four Hundred and Thirty Two) students.

Table 1.1 Population of schools and students in each local government area of Delta North Senatorial District, Delta State.

S/N	Name of L.G.A	No of S/S/Schools	Population of Students
1.	Aniocha South	17	3,751
2.	Aniocha North	15	2,751
3.	Ika South	16	2,683
4.	Ika North East	18	916
5.	Ndokwa East	16	2,035
6.	Ndokwa West	18	1,633
7.	Oshimili South	9	7,850
8.	Oshimili North	8	2,981
9.	Ukwani	12	2,832
	Total = 9	129	27,432

Source: Planning, Research & Statistics Department of Post Primary Education Board (Headquarters) Asaba, Jan. 2013.

Sample and Sampling Procedure

The study used selected SSII students of Public Secondary Schools in North Senatorial District of Delta State. The proportionate sampling technique was used to select a sample size of 292 subjects from the population.

The sampling procedure involves all the nine Local Government Areas of North Senatorial District of Delta State. Three (3) proportionate schools were randomly selected through balloting in each local government area, to make up 27 selected secondary schools in North Senatorial District of Delta State.

Table 1.2: Sampled Schools and Number of Respondents

L.G.A	No of Schools	Proportionate Sampled Schools	Population of Students	Ratio for selection of Respondents	No of Respondents
Aniocha South	17	3	3,751	94:1	40
Aniocha North	15	3	2,751	94:1	29
Ika South	9	3	2,683	94:1	29
Ika North East	8	3	916	94:1	10
Ndokwa East	16	3	2,035	94:1	22
Ndokwa West	18	3	1,633	94:1	17
Oshimili South	12	3	7,850	94:1	84
Oshimili North	18	3	2,981	94:1	31
Ukwani	16	3	2,832	94:1	30
Total	129	27	27,432		292

Source: Researcher's Information Services.

The researcher equally used proportionate Ratio of 94:1 in selecting respondents from the population of students in each local government area. The respondents selected from each school were either urban or rural areas (Appendixv). Two (2) schools from urban secondary schools and 1 (one) from rural secondary schools were used in the sample. In the school's type, 1 boy's school, 1 girl's school (urban) and 1 mixed (boys and girls) from rural schools. The ratio 1:1:1 were used for selection of schools type from each local government area.

The selection gave impetus to consideration of male 50% while female 50%. The urban schools were 66% of the sample while the rural schools were 34% of the sample. The respondents were randomly selected from public secondary schools to determine environmental and personal factors as correlates of academic performance in English language.

Research Instrument

This study uses two instruments to elicit information. The environmental and personal factors as correlates of Academic Performance of Students in English Language (EPFCAPSEL) and promotion results (scores) for students in the selected schools. The (EPFCAPSEL) instrument for data collection was divided into two parts.

Part A: sought relevant demographic information on the subjects' gender and academic performance in the previous examination in English Language.

Part B- contains 40 items constructed on a 4-point structured format of: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The 40 items in the structured instrument were distributed to measure the variables of; school environment, family background, self-efficacy belief and locus of control as correlates of academic performance of students in English Language in secondary schools at 0.05 level of significance.

Validity of the Instrument

The researcher's supervisor first scrutinized the instruments. The instruments still passed through experts in the department of Guidance and Counseling of the Delta State University, Abraka. The face validity took care of items relevance, sentence structure, clarity and suitability of the items to be intended objectives of the study. Due to the experts' contribution and corrections made, the instrument was considered valid to measure what it tends to measure for the study.

The content and construct validity of the instrument were estimated using the Variance Factor Analysis (VFA). The Principal Component Analysis (PCA) uses the extraction method in estimating the content and construct validity. The evidence of the content and construct validity of the entire instrument was shown by total cumulative variance of all variables in table 1.3 (Appendix VI)

The table 1.3 (appendix vi) shows each scale as it demonstrates good validity of all items. The total percentage of all items in the scale had shown that table reveals 70.25%, 66.92%, 78.64%, 70.71% and 66.75% respectively.

Conversely, the construct validity of the instrument was estimated by the rotated factor loading matrixes. The Eigen Values of the above one were used to select factors that genuinely measured similar construct. For example the items in the instrument that measured school

environment variable ranged between 51 to 88; Family Background between 48 to 89; Self-Efficacy Belief between 45 to 80; and Locus of Control between 41 to 89. All these values are good identification of construct validity.

Reliability of the Instrument

The reliability is concerned with the extent to which the instrument will elicit same information always from the same respondents. It is the degree to which a test consistently measures what it claims to measure. The instrument was administered to another group of students in Delta Central Senatorial Zone. Instructions were read and explanations were made where necessary to respondents. In determining the internal reliability of the structured instrument; the Cronbach alpha method was used. The researcher administered the instrument of (EPFCAPSEL) to 20 students in one of the secondary schools not included in the student sample. The alpha coefficients were obtained for different scales at ($p < 0.05$) level of significance. The reliability coefficient showed that the instrument had a good reliability.

For the school environment, scale alpha yielded 0.78. $P \leq 0.05$ level of significance. Family Background scale alpha had 0.73. $P \leq 0.05$ level of significance. Self-Efficacy Belief scale alpha had 0.74. $P \leq 0.05$ level of significance and Locus of Control scale alpha had 0.72. $P \leq 0.05$ level of significance. (see Appendix III).

Method of Data Collection

The researcher personally administered the instrument: Environmental and Personal factors as Correlates of Academic performance in English language (EPFCAPSEL) to Secondary School Students. It was necessary because of instruction, clarity and allowing the respondents to fill the questionnaire on the spot. This method ensured high return rate of questionnaire to the researcher.

Three hundred (300) copies of questionnaire were distributed to secondary school students of class two (SSII). Two hundred and ninety two (292) copies of the questionnaire were recovered from the respondents.

Method of Data Analysis

The data for this study was collected and analyzed. For each variable, school environment, family background, self-efficacy belief and locus of control, the correlation matrix statistics was computed for the research questions.

In order to determine the relationship between variables school environment, family background, self-efficacy belief, locus of control and academic performance, regression statistical tool were used for hypotheses 1-4. While multiple regression was applied to hypothesis 5. The hypotheses were tested with F-test at 0.05 level of significance.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION

Research Questions 1

What extent does school environment relates to academic performance of students in English Language in secondary schools?

Table 2a: Correlation between school environment and academic performance.

Variables	N	R	R ²	R ² Adjusted	R ² %
School Environment	292	.133	.018	.014	1.4
Academic Performance	292				

The table 2a shows the extent of relationship between academic performance and school environment is $R = .133$. The nature of relationship is positive. The coefficient of determination is $R^2 = .018$. While the R^2 adjusted is .014. The R^2 percent is 1.4. This implies that school environment variable has contributed 1.4% to the academic performance of students in English Language in Secondary Schools.

Hypothesis 1

There is no significant relationship between school environment and academic performance of students in English Language in secondary schools.

Table 2a: Regression analysis of independent variable (School Environment) and dependent variable (Academic Performance).

Model	SS	Df	Ms	F	Sign.
Regression	483.985	1	483.985	5.221	.028
Residual	26881.453	290	92.695		
Total	27365.438	291			

The regression analysis of the above table shows; sum of squares on; regression is 483.985 and residual is 26881.453. Mean square on; regression is 483.985 and residual is 92.695. The calculated F-value of 5.221 is greater than critical value of .028 at 0.05 level of significance. The null hypothesis is rejected. This result shows that there is a relationship between school environment and academic performance. (See Appendix VIIa)

Research Question 2

What extent does family background relates to academic performance of students in English Language in secondary schools?

Table 3a: Correlation between family background and Academic performance.

Variables	N	R	R ²	R ² Adjusted	R ² %
Family Background	292	.123	.015	.012	1.2
Academic Performance	292				

The table 3a shows the extent of relationship between academic performance and family background is $R = .123$. The nature of the relationship is positive. The coefficient of determination is $R^2 = .015$. While the R^2 adjusted is .012. The R^2 percent is 1.2. This implies that family background has contributed 1.2% to the academic performance of students in English Language in Secondary Schools.

Hypothesis 2

There is no significant relationship between family background and academic performance of students in English Language in Secondary schools.

Table 3b: Regression analysis of independent variable (family background) and dependent variable (academic performance).

Model	SS	df	Ms	F	Sign.
Regression	415.207	1	415.207	4.468	.035
Residual	26950.231	290	92.932		
Total	27365.438	291			

The regression analysis of the above table shows; sum of squares on; regression is 415.207, residual is 26950.231. Mean square on; regression is 415.207 and residual is 92.932. The calculated F-value of 4.468 is greater than critical value of .035 at 0.05 level of significance. The null hypothesis is rejected. This result shows that there is a relationship between family background and academic performance of secondary school students in English Language (See Appendix VIIb).

Research Question 3

What extent does self-efficacy belief relates to academic performance of students in English Language in secondary school?

Table 4a: Correlation between self-efficacy belief and academic Performance.

Variables	N	R	R ²	R ² Adjusted	R ² %
Self-efficacy belief	292	.066	.004	.001	0.1
Academic performance	292				

The table 4a shows the extent of relationship between academic performance and self efficacy belief is $R = .066$. The nature of the relationship is positive. The coefficient of determination is $R^2 = .004$. While the R^2 adjusted is .001. The R^2 percent is 0.1. This implies that self efficacy belief has contributed 0.1% to the academic performance of students in English Language in secondary schools.

Hypothesis 3

There is no significant relationship between self- efficacy belief and academic performance of students in English Language in Secondary Schools.

Table 4b: Regression analysis of independent variable (self-efficacy belief) and dependent variable (academic performance).

Model	SS	df	Ms	F	Sign.
Regression	119.731	1	119.731	1.274	.260
Residual	27245.707	290	93.951		
Total	27365.438	291			

The regression analysis of the above table shows; sum of squares on; regression is 119.731 and residual is 27365.438. Mean square on; regression is 119.731 and residual is 93.951. The calculated F-value of 1.274 is greater than critical value of .260 at 0.05 level of significance. The null hypothesis is rejected. This result shows that there is a relationship

between self efficacy belief and academic performance of secondary school students in English Language. (See Appendix VIIc).

Research Question 4

What extent does locus of control relates to academic performance of students in English Language in secondary schools?

Table 5a: Correlation between locus of control and academic Performance.

Variables	N	R	R ²	R ² Adjusted	R ² %
Locus of Control	292	.122	.015	.011	1.1
Academic Performance	292				

The table 5a shows the extent of relationship between academic performance and locus of control is $R = .122$. The nature of relationship is positive. The coefficient of determination is $R^2 = .015$. While R^2 adjusted is $.011$. The percent is 1.1. This implies that locus of control has contributed 1.1% to the academic performance of students in English Language in secondary schools.

Hypothesis 4

There is no significant relationship between locus of control and academic performance of students in English Language in secondary Schools.

Table 5b: Regression analysis of independent variable – locus of control and dependent variable – academic performance.

Model	SS	df	Ms	F	Sign.
Regression	405.296	1	405.296	4.360	.038
Residual	26960.142	290	92.966		
Total	27365.438	291			

The regression analysis of the above table shows; sum of squares on; regression is 405.296 and residual is 26960.142. Mean square on; regression is 405.296 and residual is 92.966. The calculated F-value of 4.360 is greater than critical value of 0.05 level of significance. The null hypothesis is rejected. This result shows that there is a relationship between academic performance and locus of control of secondary school students in English Language. (See Appendix VIId)

Research Question 5

What is the degree of relationships between independent variables of; school environment, family background, self efficacy belief, locus of control and dependent variable of academic performance of secondary school students in English Language?

Table 6a: Correlation between environmental factors, personal factors and academic performance.

Variables	N	R	R ²	R ² Adjusted	R ² %
School Environment	292	.204	.041	.026	2.6
Family Background					
Self Efficacy Belief					
Locus of Control					
Academic Performance					

Table 6a shows the degree of relationship between academic performance and school environment, family background, self efficacy belief, locus of control is 0.204. The nature of relationship is positive. The coefficient of determination is .041. While the R² adjusted is .026. The percentage (%) is 2.6. This implies that the variables of school environment, family background, self efficacy belief, locus of control contributed 2.6 percent (%) to the academic performance of students in English language in secondary schools.

Hypothesis5

There is no significant relationship between school environment, family background, self-efficacy belief, locus of control and academic performance of students in English language in secondary schools.

Multiple Regressions

Table 6b: Multiple correlation and regression analysis of school environment, family background, self-efficacy belief, locus of control and academic performance.

	SS	df	Ms	F	Sign.
Regression	1134.605	5	226.921	2.474	.032
Residual	26230.833	286	91.716		
Total	27365.438	291			

The regression analysis of the above table shows; sum of squares on; regression is 1134.833 and residual is 26230.833. Mean square on; regression is 226.921 and residual is 91.716. The calculated F-value of 2.474 is greater than critical value of .032 at 0.05 level of significance. The magnitude of relationship between the four predictor, variables and academic performance is 2.474. The four predictor variables accounted for about 24.74% of variation in academic performance. Out of these four independent variables, locus of control is the highest contributor. Its beta weight is 108 and t is .686. This is followed by self efficacy belief. The beta weight is 024 and t is .377. Next is school environment. The beta weight is 020 and t is .201. The lowest contributor is family background. The beta weight is 009 and t is .056. The null hypothesis is rejected. The result shows that there is a relationship between school environment, family background, self efficacy belief, locus of control and academic performance. It is important to note that all the variables were considered when the values were computed. (See Appendix VIIe).

Summary of Findings

1. School environment as an independent variable had positive relationship and significantly correlated with academic performance of students in English Language.
2. Family background as an independent variable had positive relationship and significantly correlated with academic performance students in English Language and there was relationship.
3. Self-efficacy belief as an independent variable had positive relationship and also significantly correlate with academic performance of students in English Language.
4. Locus of control as an independent variable had positive relationship and significantly correlated with academic performance students in English Language.
5. That the four variables had positive relationships and correlated with academic performance of students in English Language. All the model's variations were significant towards academic performance of students. The locus of control is the highest contributor of variations in academic performance while the least contributor is family background.

Discussion of Findings

Academic performance is a product of many variables. The correlate independent variables as; school environment, family background, self-efficacy belief, locus of control had relationship with dependent variable of academic performance positively. This finding agrees with the findings of other researchers such as; Emina (1986), Aghadiuns (1992), Adeyemo and Oduinko (1998) Ebinuwa-Okoh (2011), which used similar correlate variables as; school environment, family background, gender, school's location to have relationship with academic performance of secondary school students.

Relationship between School Environment and Academic Performance.

The findings of this study in table 2a and 2b showed that there exists a significant relationship between school environment and academic performance. The regression used for this hypothesis shows that there is a predictive power of school environment on academic performance of students in English Language in secondary school. The regression analysis shows good relationship that influences academic performance. This finding confirms previous research outcome Campuzano (2001) which shows that school environment has explicative ability in the direction, promotes excessive role in the achievement of student's academic performance. Similarly, Ainsworth 1969, Campuzano 2001, in their various researches agreed that the school environment is like a knob that works through student's cognitive, affective and psychomotor domains with

activities and facilities. The underlying theoretical basis is that there is correlation between stimulating environment and mental development, which is academic performance.

The findings stipulate that English Language teachers must be properly trained as professionals in order to impart proper language skills and thereby improve students' academic performance. Teachers should have good knowledge of subject matter and use varieties of teaching styles. Good teachers-students relationship will help to build students' moral and improve learning skills in English Language. Students should be involved actively in all learning activities within the school environment. Teachers are to motivate students with rewards and this will spur them to learn better in their academic pursuits. These findings are very important to education because it will help improve academic performance of students in secondary school positively.

Relationship between Family Background and Academic performance. The table 3a and 3b shows the family background variable which revealed that there is significant relationship that exists with the academic performance of students in English Language. In a home where parents or guardians provide necessary academic needs for their children such as; textbooks, notebooks, uniforms, writing materials and all necessary learning materials as; computer, audio visual materials, resource instructional materials, these students perform better in academic works. In a

research carried out in India – Asian cultural setting, Naqvi (2006) postulated that major contribution lies with the demonstration of large impact on the role of parents in students' performance in English Language. The home environment must be friendly and complement the needs of the child. Parents offer necessary materials for their children and teach them writing skills in early stages of life than disadvantaged home. Odili and Osadebe (2008) found in their researches that books are primordial to the achievement of education goals. Reading of any sort cannot take place in the absence of books.

The contributions of this finding is that, parents are to guide their children at home in order to inculcate good study habits and motivate them to have good reading culture. The parents should make the home a conducive environment for learning after school hours. Family members should provide children necessary academic materials such as; textbooks, chairs, tables, computer sets, radio sets, television sets, newspapers, journals, and even a miniature library shelves that is stocked with different books.

Relationship between Self-Efficacy Belief and Academic Performance.

The table 4a and 4b shows significant relationship between self-efficacy belief and academic performance of students in English Language. This finding shows that self-efficacy belief of the respondents can

significantly predict academic performance of students positively. Bandura (1977), Egbule and Ogbebor (2006) in their researches had shown students with low self-efficacy belief fosters anxiety, stress, depression and narrow vision. Similarly, Egbule(2008) had shown in his research work that high self-efficacy belief is capable of harnessing one's efforts towards high achievement in academic performance of students. His belief that one can work hard in order to pass. This finding confirmed to the finding of Okafor(1991), that a student who perform well in academics exerts high self-efficacy belief who perform well in any given examinations. Students fail their examinations due to lack of interest to study. Students are not spurn to learn because they lack self motivation and encouragement. This findings is very important because of its contributions to the improvement of students in their academics.

Relationship between Locus of control and Academic performance

The table 5a and 5b shows that there is significant relationship between locus of control and academic performance of students. Locus of control can make students control events that lead them to perform well in their academic works. Whyte (2008) in his research correlated locus of control with academic success of high students who enrolled in a course. Students who are internally controlled believe in hard work and focus resulted to academic progress. This means that students who actually study harder perform better in their academic works.

The contributions of this finding are that, students are to use all available resources materials around to learn. Such resource materials available computer aided learning skills, Radio, Television, Newspaper Publications, Journal and English Language textbooks. Students should form discussion groups while each member of the group is to share ideas in a particular subject area. Students should be involved in drama, debates, news casting, writing of letters and essays. These activities will help to improve English Language academic performance. This findings are very useful since its contributions will help achieve better academic performance in English Language.

The Relationship between Correlated Variables and Academic Performance.

The relationship between correlated variables and Academic performance. The table 6a and 6b shows that there is significant

relationship between correlate (independent) variables – school Environment, family background, self efficacy belief, locus of control and academic performance (dependent) variable of students in English language. This is in line with the research finding of Ebenuwa – okoh (2010) who used other combined independent variables as age, location, gender, sex, to correlate academic performance. These variables combined had significant relationship with academic performance. Similarly, the research finding of Ehindero and Ajibade (2000) who used independent variable as, family background, school environment, teachers, knowledge of subject matter and teaching skills also predicted academic performance. These variables tested significant relationship with academic performance of students. The findings of these correlate variables are very important because of its contribution to the improvement of performance of secondary school students in our cultural setting.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS AND SUGGESTION FOR FURTHER STUDIES

Summary

This study was carried out to investigate the relationship between correlate variables as school Environment, Family Background, Self-Efficacy Belief, Locus of Control and Academic Performance of students in English language in secondary schools in North Senatorial District of Delta State. In order to give the study a direction, five research questions and five hypotheses were formulated and tested at 0.05 level of significance. Two research instruments were used: The Environmental and Personal Factors as Correlate of Academic Performance of Students in English Language in Secondary Schools (**EPFCAPSEL**) and “The Performance of SSII Promotion result from selected Students”. The EPFCAPSEL instrument was used to elicit responses from 292 sampled students and 27 schools in North Senatorial District in Delta State. The proportionate random sampling

the procedure was used in the selection of sampled respondents and schools. The **EPFCAPSEL** instrument had face, content and construct validity and also reliability values between 0.72 to 0.78. The ANOVA and multiple regressions were used to test the relationship at 0.05 level of significance. The respondent's score were regressed against the performance of students in the promotion examination.

The findings were as follows: the school environment had positive relationship and significantly correlated academic performance in English Language. Also family background, self efficacy belief and locus of control, all had positive relationship and significantly correlated academic performance in English Language in secondary schools.

Conclusion

Based on the findings of this study, it was concluded that school environment, family background, self efficacy belief and locus of control had significant relationship and correlated academic performance of students in English Language. When all the variables were multiple regressed and correlated, they were all significant and had relationship with academic performance of students in English Language.

Implications for Education Practice

This study reveals the dimensions of relationship that are predictors and significant correlates of academic performance. These are: school environment, family background, self efficacy belief and locus of control.

The variables that have been identified as significant correlates have implications for English language teachers especially in secondary schools. The problems of academic poor performance in English language in secondary schools by students need to be properly addressed. One of the ways in which poor performance in English language can be addressed is for educators to identify and practically provide information that leads to the improvement of student's academic performance.

The English teachers should help to improve relationship in the school environment and the assist students to shelve away bottle necks that are impediment to learning process within the school environment. English teachers can employ skill as; Oral pronunciation, Words and meanings, assignments, writing essays, letters in the class and so on. Another area to be addressed is the issue of student's involvement in several activities in both classroom and school environment. English language teachers are to assist students re-direct their activities to suit their academics and then improve on their learning process. The English Language teachers will also inform students on the use of different literature books in the school library, so as to improve their reading and learning performance.

Recommendations.

On the basis of the findings and conclusions of this study, the following recommendations were made:

1. There should be conducive positive relationship between school environment and academic performance. The school environment should be enriched with varieties of resource materials for improved teaching and learning.
2. There should be mutual relationship between parents and children in the supervision and guide for student's reading habits. The parents should also provide conducive home learning environment so as to improve student's academic performance optimally.
3. The relationship of self efficacy belief with academic performance of students should be improved when learners are spurred and self motivated to achieve success.
4. The relationship of locus of control with academic performance of students should be improved for greater success, if students uses resource materials such as; computers, radio, television, Newspapers, journals and magazines to learn English Language skills

Contributions to Knowledge

This study which examined the Environmental and Personal factors as correlates of academic performance in English language in secondary schools in North Senatorial District of Delta State; has contributed to knowledge in the following ways:

1. The study provides information that Environmental and personal factors relate to performance of secondary school students in English Language.
2. The study had revealed that school environment had significant relationship with academic performance of students in English Language in secondary schools. It imparts that teacher's teaching style; teacher's cordial relationship with students' active participation in classroom activities improves student's academic performance positively.
3. The study further contributed to knowledge that parental role at home is guiding, counseling, monitoring of students' academic work and provision of academic materials, have positive influence for better academic performance.
4. The study has provided information that one's success in life depends on self-efficacy belief.
5. This study has also brought awareness that students with locus of control put more effort in learning activities in order to perform better in academic work and vice-versa.

Suggestions for Further Studies

1. The study should be extended to other states in the Federation of Nigeria.

2. The study should be replicated in other states of the federation in order to test the authenticity of these research findings.
3. A more extensive work should be carried out using the same variables or other variables with greater number of respondents and different population.
4. Further researches should be carried out on types of goals pursued by the student, his or her personality characteristics, class organization, peer group pressure, teacher personality and style of teaching as variables that would affect academic performance.

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Appendix I

POST GRADUATE SCHOOL

**DEPARTMENT OF GUIDANCE AND COUNSELING,
FACULTY OF EDUCATION, DELTASTATE
UNIVERSITY, ABRAKA**

QUESTIONNAIRE

Dear Sir/ Madam,

The researcher is writing a project on correlates of Academic Performance in Secondary School Students in English Language in Delta State. This is to enable me fulfill the requirement for the award of Master Degree in Guidance and Counseling. (M.Ed)

The research project is purely an academic exercise and any information provided will be treated confidentially and strictly for the purpose of this study only.

Your anticipated co- operation will be highly appreciated, please.

Thanks

Yours faithfully

Emefia S. Peter

Researcher

Appendix II

Environmental and Personal Factors as Correlates of Academic Performance of Students in English Language in Secondary School (EPFCAPSEL)

Section A – Biodata

Please fill in the necessary information and tick (✓) where necessary.

Gender: Male Female

Age: below 14 years above 14 years

Class: SSI SSII

School's location: Urban Rural

SECTION B:

Strongly Agree (SA); Agree (A); Disagree (D); Strongly Disagree (SD).

School Environment (SE)

S/N	Items	SA	A	D	SD
1	Good listening skill in the classroom influences student academic performance in English Language.				
2	Debating skill in English Language improves student's academic performance.				

3	Practicing essay writing helps students to improve their English Language academic performance.				
4	Student's involvement in drama activity will improve their academic performance in English Language.				
5	Good teaching style promotes learning of English Language.				
6	Teachers-students relationship promotes better learning habits of English Language.				
7	Untrained teachers use ineffective teaching style in the class.				
8	Teacher's absenteeism in the class influences student's academic performance in English Language.				
9	Student's truancy influences their academic performance in English Language.				
10	Good student-student relationship in the class influences their academic performance.				

Family Background (FB)

		SA	A	D	SD
1	Speaking mother tongue languages at home influences student's academic performance in English Language.				
2	Lack of financial support by parents influences student's academic performance in English Language.				
3	Lack of provision of textbooks by parents influences student's academic performance in English Language.				
4	Problems emanating from divorced marriages influences student's academic performance in English Language.				
5	Lack of academic materials influences student's academic performance in English Language.				
6	Educated parents motivate their children for better academic performance in English Language.				
7	Educated parents provide Newspapers in order to enhance their children's reading habits.				
8	Magazines and other journal papers at home will help students improve their reading culture.				

9	Parent's-child relationship at home help student's communicative skill and improve on their academic performance in English Language.				
10	High socio-economic status' parents expose their children to modern teaching aids (computers) so as to improve on their academic performance.				

Self-Efficacy Belief (SEB)

		SA	A	D	SD
1	My believe is that I will perform well in examinations.				
2	Due to adequate preparations, I overcome all examination's fear.				
3	I used mnemonics technique to improve remembering (cognitive domain) and improve academic performance.				
4	Continuous writing had improved my psychomotor domain and better academic performance.				
5	My goal in an examination is to score more than 60% in all subjects.				
6	Lazy students do not study harder in order to pass their exams.				
7	Students fail because they feel they can not pass.				
8	More time is given to difficult subjects during my studies.				
9	During class lesson I pay more attention to the teaching.				
10	I have the zeal to succeed in my academics.				

Locus of control

		SA	A	D	SD
1	Self discipline is the key to my academic success.				
2	Parental encouragements are essential to promote my academic performance.				
3	Truancy is a key to academic failure.				
4	Malpractice can hinder a student from studying harder for any examination.				
5	Parental stability at home can influence student's				

	academic performance.				
6	Family instability can influence student's academic performance.				
7	Student's involvement in cultic activities can influence academic performance.				
8	Students who hoped on luck do not perform well in their academics.				
9	Parental supports in the provision of academic materials can spurn up a student to perform well in academics.				
10	Students that do not study very well end up failing his examinations.				

Appendix III

RELIABILITY OF RESEARCH INSTRUMENT: SCHOOL ENVIRONMENT CRONBACH'S ALPHA

Respondents	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10
1	3	2	3	3	4	4	3	3	4	4
2	3	3	3	3	3	3	3	3	3	3
3	3	3	3	2	2	4	3	3	4	3
4	3	3	3	3	3	3	3	3	3	3
5	3	4	3	3	2	4	3	3	3	2
6	3	3	4	2	3	3	4	3	4	3
7	3	4	3	4	4	3	3	3	3	3
8	3	3	3	3	3	3	3	3	3	3
9	4	4	4	4	4	4	2	3	4	3
10	2	3	3	4	3	3	4	3	3	3
11	3	3	3	2	3	2	2	2	3	3
12	2	3	3	3	4	2	4	3	4	3
13	3	3	3	3	3	4	3	4	2	3
14	3	3	3	3	3	3	3	2	3	3
15	2	2	3	2	3	3	3	4	4	4
16	4	3	3	4	3	3	4	2	4	3
17	4	2	2	1	2	4	2	2	3	1
18	3	3	3	2	3	3	3	3	3	3
19	3	3	3	1	1	1	2	1	1	2
20	3	2	3	2	1	2	2	2	2	3
Test Variance	16.83									
Sum Item Variance	4.93									

$$\text{Cronbach's alpha} = \alpha = \frac{N}{N - 1} \left(1 - \frac{\sum_{i=1}^N \delta_{yi}^2}{\delta_x^2} \right)$$

Where N is the number of components (items) = 10

δ_x^2 is the variance of the observed total test scores = 16.83

δ_{yi}^2 is the variance of component i and $\sum_{i=1}^N \delta_{yi}^2 = 4.93$

Substituting we have

$$\alpha = \frac{10}{10-1} \left(1 - \frac{4.93}{16.83} \right) = \frac{10}{9} (1 - 0.293)$$

$$\alpha = 1.11 \times 0.707 = 0.7848 \cong 0.78$$

**RELIABILITY OF RESEARCH INSTRUMENT: FAMILY BACKGROUND
CRONBACH'S ALPHA**

Respondents	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10
1	4	4	3	3	3	2	3	3	4	4
2	3	3	3	3	3	3	3	3	3	3
3	2	4	3	3	3	3	3	2	4	3
4	3	3	3	3	3	3	3	3	3	3
5	2	4	3	3	3	4	3	3	3	2
6	3	3	4	3	3	3	4	2	4	3
7	4	3	3	3	3	4	3	4	3	3
8	3	3	3	3	3	3	3	3	3	3
9	4	4	2	3	4	4	4	4	4	3
10	3	3	4	3	2	3	3	4	3	3
11	3	2	2	2	3	3	3	2	3	3
12	4	2	4	3	2	3	3	3	4	3
13	3	4	3	4	3	3	3	3	2	3
14	3	3	3	2	3	3	3	3	3	3
15	3	3	3	4	2	2	3	2	4	4
16	3	3	4	2	4	3	3	4	4	3
17	2	4	2	2	4	2	2	1	3	1
18	3	3	3	3	3	3	3	2	3	3
19	2	2	2	2	3	3	3	1	1	2
20	1	3	2	2	3	2	3	2	2	3
Variance item	0.30	0.35	0.15	0.81	0.59	0.43	0.45	0.36	0.63	0.39
Test Variance	13.15									
Sum Item Variance	4.45									

$$\text{Cronbach's alpha} = \alpha = \frac{N}{N - 1} \left(1 - \frac{\sum_{i=1}^N \delta_{yi}^2}{\delta_x^2} \right)$$

Where N is the number of components (items) =10

δ_x^2 is the variance of the observed total test scores = 13.15

δ_{yi}^2 is the variance of component i and $\sum_{i=1}^N \delta_{yi}^2 = 4.45$

Substituting we have

$$\alpha = \frac{10}{10-1} \left(1 - \frac{4.45}{13.15} \right) = \frac{10}{9} (1 - 0.34) = 1.11 \times 0.66 = 0.7326 \cong 0.73$$

**RELIABILITY OF RESEARCH INSTRUMENT: SELF EFFICACY
BELIEF CRONBACH'S ALPHA**

Respondents	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10
1	4	4	4	3	3	3	4	3	3	3
2	4	4	4	3	3	3	3	4	4	4
3	4	4	3	4	3	4	3	3	3	3
4	4	4	4	4	4	3	3	4	4	4
5	4	4	4	4	3	3	4	4	4	4
6	4	4	4	3	4	3	3	3	4	4
7	4	4	4	4	4	2	4	4	4	4
8	4	4	4	4	4	4	4	4	4	4
9	4	3	4	4	4	3	4	4	4	4
10	3	4	4	4	4	3	4	4	4	4
11	4	4	4	4	4	3	4	4	4	4
12	4	3	4	4	3	3	3	4	3	4
13	4	4	4	4	4	3	4	4	4	2
14	4	4	3	3	3	2	4	4	4	4
15	2	2	3	3	3	2	3	3	2	4
16	3	3	3	2	4	4	3	3	3	4
17	4	4	4	4	4	4	1	4	3	4
18	4	4	4	4	4	4	3	4	4	4
19	4	4	4	4	4	3	4	4	4	3
20	3	3	3	3	3	3	3	3	3	4
Test Variance	9.55									
Sum Item Variance	3.13									

$$\text{Cronbach's alpha} = \alpha = \frac{N}{N - 1} \left(1 - \frac{\sum_{i=1}^N \delta_{yi}^2}{\delta_x^2} \right)$$

Where N is the number of components (items) =10

δ_x^2 is the variance of the observed total test scores = 9.55

δ_{yi}^2 is the variance of component i and $\sum_{i=1}^N \delta_{yi}^2 = 3.13$

Substituting we have

$$\alpha = \frac{10}{10 - 1} \left(1 - \frac{3.13}{9.55} \right)$$

$$\alpha = \frac{10}{9} (1 - 0.33)$$

$$\alpha = 1.11 \times 0.67 = 0.7437 \cong 0.74$$

**RELIABILITY OF RESEARCH INSTRUMENT: LOCUS OF CONTROL
CRONBACH'S ALPHA**

Respondents	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10
1	3	2	4	3	3	3	3	4	3	3
2	3	2	4	3	3	3	3	3	3	3
3	3	3	3	4	3	4	4	4	4	4
4	3	3	3	4	4	3	3	4	3	4
5	3	4	3	4	3	3	3	3	3	4
6	4	4	3	3	3	3	3	3	3	3
7	3	4	3	4	3	2	4	3	3	3
8	4	4	3	4	4	4	4	4	4	4
9	3	3	3	4	3	3	4	4	3	4
10	3	4	3	4	3	3	4	2	4	4
11	4	4	3	4	4	3	3	3	4	4
12	3	3	4	4	3	3	4	3	3	3
13	4	4	4	4	4	3	3	2	2	3
14	4	4	3	3	3	2	4	4	4	4
15	2	2	3	3	3	2	3	3	2	3
16	3	3	3	2	4	4	3	3	3	3
17	4	4	4	4	4	4	3	4	4	4
18	3	4	4	4	4	4	3	4	4	4
19	3	4	4	4	4	3	3	3	4	4
20	3	3	3	3	3	3	4	3	3	4
Test Variance	9.51									
Sum Item Variance	3.33									

$$\text{Cronbach's alpha} = \alpha = \frac{N}{N - 1} \left(1 - \frac{\sum_{i=1}^N \delta_{yi}^2}{\delta_x^2} \right)$$

Where N is the number of components (items) =10

δ_x^2 is the variance of the observed total test scores = 9.51

δ_{yi}^2 is the variance of component i and $\sum_{i=1}^N \delta_{yi}^2 = 3.33$

Substituting we have

$$\alpha = \frac{10}{10 - 1} \left(1 - \frac{3.33}{9.51} \right)$$

$$\alpha = \frac{10}{9} (1 - 0.35)$$

$$\alpha = 1.11 \times 0.65 = 0.7215 \cong 0.72$$

Appendix IV

STUDENTS ACADEMIC PERFORMANCE IN ENGLISH LANGUAGE IN SS2 2012/13 SESSION

Ex No.	Adagbo S/S/S, Ogwashi-Uku	Eng. Lang. Score.
001	Boys	25
007		48
018		52
022		32
028		29
036		61
043		44
051		38
056		57
059		30
63		36
065		41

Ex. No.	St Roses S/S/S, Ogwashi-Uku	Score in Eng. Lang
005	Girls	34
012		37
018		42
027		55
031		28
037		26
042		40
046		22
053		39
054		40
68		45

Ex. No.	Ejeme Aniogor	Score in Eng. Lang.
003	Mixed	40
009		32
013		33
019		34
022		37

Ex. No.	Ejeme S/S/S	Marks
008	Mixed	18
024		39
028		47
034		65
036		52
037		66
047		26
048		24

Ex. No.	Martin College, Issele-Uku	Marks
053	Girls	33
059		55
65		63
068		26
069		27
070		31
071		33

077		43
78		48
85		28
086		26

Ex. No.	Pilgrim Baptist Grammer Sch. Issele-Uku. Boys	Marks
002		31
007		25
008		27
015		38
035		47
038		58
041		49
043		33
046		44
049		59
051		

Ex. No.	Okalete Mixed S/S, Issele-Uku Mkpitime Mixed	Marks
008		42
012		34
016		22
019		28
024		23
029		45
036		37
042		35
045		51
048		47

Ex. No.	St. Charles S/S, Abavo Boys	Marks
002		46
006		48
008		33
013		29
019		40
024		42
026		55
028		22
031		26
035		33
039		58

Ex. No.	Baptist Girls Model S/S, Agbor	Marks
012		47
018		62
019		29
028		26
033		35
041		43
049		49
052		55
061		38
066		41

017		3
Ex. No.	Emuhu Mixed S/S, Emuhu	Marks
002		29
005		35
011		44
017		36
022		48
026		24
029		30
032		34
033		38
Ex. No.	Ika G/S, Boji-Boji, Owa Boys	Marks
001		53
007		58
011		35
013		30
017		44
022		37
026		48
028		40
031		33
036		39
Ex. No.	Ede G/S, Umunede Girls	Marks
003		38
014		33
016		42
017		41
021		30
023		34
028		36
031		25
034		61
036		41
040		45
Ex. No.	Owa-Alizomor Mixed S/S, Owa Alizomor	Marks
013		24
016		28
019		31
020		39
025		43
028		41
030		49
033		55
034		28
036		40
038		41
Ex. No.	St. Mary Magdalene S/S, Ashaka Girls	Marks
001		44
005		29
012		34
016		28
019		36
021		43

026	48
028	56
029	24
031	36
035	38

Ex. No.	Mater Dei Mode S/S, Ashaka Boys	Marks
04		43
007		40
011		35
016		32
019		28
025		43
028		41
029		65
032		59
035		41

Ex. No.	Utchi Mixed (1) S/S, Utchi	Marks
002		30
005		35
007		41
009		44
011		45
014		48
017		37
020		36
022		39
024		40
025		42

Ex. No.	Girls G/S, Utagba-Ogbe	Marks
002		42
006		36
007		29
009		25
013		39
017		41
019		44
021		51
024		42
028		38
031		41

Ex. No.	Ebologu S/S, Utagba Boys	Marks
004		45
006		42
008		40
009		36
012		33
014		31
017		44
019		41
022		38
024		42

Ex. No.	Isumpe S/S, Ilogwe-Isumpe Mixed	Marks
001		36
003		38

006		25
007		22
009		41
013		45
015		43
018		29
019		31
020		38
023		40

Ex. No.	St. Brigid's G/S/S, Asaba Girls	Marks
013		46
016		48
018		39
021		37
025		41
027		56
031		60
039		55
042		43
051		41
062		29
068		60

Ex. No.	St. Patrick's College, Asaba Boys	Marks
004		45
009		58
014		34
018		38
021		62
025		43
027		49
030		40
035		53
042		48
061		48

Ex. No.	Oko Mixed S/S, Oko	Marks
003		48
007		43
009		44
012		36
014		37
016		40
019		43
021		29
025		34
026		50

Ex. No.	St. Thomas S/S, Ibusa Boys	Marks
003		43
007		41
009		40
015		40
018		41
019		38
023		48
025		56

027		54
030		29
032		56
Ex. No.	Ibusa Girls S/S, Ibusa	Marks
005		43
007		48
009		35
014		40
019		51
022		49
025		41
030		37
033		46
035		61
042		57
Ex. No.	Ugbolu Mixed S/S, Ugbolu	Marks
001		40
004		38
006		46
009		34
011		36
013		41
016		45
017		50
021		41
022		43
024		38
Ex. No.	Akashie Girls S/S, Obiaruka	Marks
003		38
007		45
009		49
013		52
015		40
019		41
024		43
026		46
028		55
021		38
Ex. No.	St. Georges S/S, Obinumber Boys	Marks
003		64
006		56
007		44
008		43
011		37
015		40
019		41
020		48
024		47
025		38
027		40
Ex. No.	Umuaja Mixed S/S, Umuaja	Marks
004		60
006		56
009		43
013		41

014
018
019
024
025
028
030

37
40
43
47
48
47
51

Appendix v

Table 1.4: Selection of Subjects Was Based on School's Location and Gender of Schools in Each Local Government Area.

L.G.A's	No of Schools Selected	School's Location	School's Gender	Name of Schools Selected	No of Subjects Selected
Aniocha South	3	Urban	Boys School	1. Adaigbo S/S/S, Ogwashi-Uku	11
			Girls School		
		Rural	Mixed School	2. St Roses S/S/S, Ogwashi-Uku	11
				3. Ejeme- Aniogor S/S/S, Ejeme Aniogor	11
Aniocha North	3	Urban	Girls Sch	1. Martin College, Issele-Uku	11
			Boys Sch	2. Pilgrim Baptist S/S/S, Issele-Uku	11
		Rural	Mixed School	3. Okalete Mixed S/S/S Issele-Mkpitime	10
Ika South	3	Urban	Boy's School	1. St Charles S/S/S, Abavo	11
			Girl's School	2. Baptist Girls Model S/S/S, Agbor	11
		Rural	Mixed School	3. Emuhu Mixed S/S/S, Emuhu	11

Ika North East	3	Urban	Boys School	1.Ika S/S/S, Boji-boji Owa	11
			Girls School		
		Rural	Mixed School	2.Ede S/S/S, Umunede	11
				3.Owa Alizomor Mixed	

				S/S/S, Owa Alizomor	11
Ndokwa East	3	Urban	Girls School	1.St Mary Magdalene S/S/S, Ashaka	11
			Boys School	2.Mater Dei Model S/S/S, Ashaka	11
		Rural	Mixed School	3.Utchi Mixed S/S/S, Utchi	10
Ndokwa West	3	Urban	Girls School	1.Girls S/S/S, Utagba-Ogbe	11
			Boys School	2.Ebologu S/S/S, Utagba-Uno	11
		Rural	Mixed School	3.Isumpe S/S/S, Ulogwe- Isumpe	10
Oshimili South	3	Urban	Girls School	1.St Brigid's Girls S/S/S, Asaba	11
			Boys School	2.St Patrick's S/S/S, Asaba	11
		Rural	Mixed School	3.Oko Mixed S/S/S, Oko- Ogbele	11
Oshimili North	3	Urban	Boys School	1.St Thomas S/S/S, Ibusa	11
			Girls School	2.Ibusa Girls	11
		Rural	Mixed School	S/S/S, Ibusa	10

				3.Ugbolu Mixed S/S/S, Ugbolu	
Ukwani	3	Urban	Girls School	1.Akashie Girls S/S/S, Obiaruku	11
			Boys School	2.St Georges S/S/S, Obinumber	11
		Rural	Mixed School	3.Umuaja Mixed S/S/S, Umuaja	10
Total	27				292

Source: Planning, Research and Statistics of PPEB (Hq) Asaba Jan. 2013

Appendix VI

Table 1.3: Content validity estimates of instrument

Variables	No. of items	Explained variance %	Unexplained variance %	Total %
School environment	10	70.25	24.75	100
Family background	10	66.92	33.08	100
Self-efficacy belief	10	70.71	29.29	100
Locus of control	10	66.75	33.25	100

Extraction method: Principal Component Analysis.

Appendix VIIa

Table 3: Regression analysis of independent variable (school environment) and dependent variable (academic performance)

Model 1	R	R ²	R ² adjusted	Standard error of the estimate		
1	.133	.018	.014	9.628		
ANOVA						
Model 1	SS	df	MS	F	Sig.	
Regression	483.985	1	483.985	5.221	.023	
Residual	26881.453	290	92.695			
Total	27365.438	291				
Coefficients						
Model 1	Unstandardized coefficient		Standardized coefficient			
	B	Std. Error	Beta	t	Sig.	
(constant)	29.622	4.937		6.000	.000	
School Environment	3.364	1.472	.133	2.285	.023	

Predictors: (constant) School Environment. Dependent variable: Academic Performance (P<0.05)

Appendix VIIb

Table 4: Regression analysis of independent variable (family background) and dependent variable (academic performance).

Model 1	R	R ²	R ² adjusted	Std. Error of the estimate		
1	.123	.015	.012	9.640		
ANOVA						
Model 1	SS	df	Ms	F	sig.	
Regression	415.207	1	415.207	4.468	.035	
Residual	26950.231	290	92.932S			
Total	27365.438	291				
Coefficients						
Model 1	Under standardized Coefficient			Standard coefficient		
	B	std Error	Beta	t	sig.	
Constant	32.498	3.981		8.162	.000	
Family Background	2.661	1.259	.123	2.114	.035	

Predictors: (constant) Family Background. Dependent Variable: Academic Performance (P<0.05)

Appendix VIIc

Table 5b: Regression analysis of independent variable (self-efficacy belief) and dependent variable (academic performance).

Model 1	R	R ²	R ² adjusted	Standard error of the estimate		
	.066	.004	.001	9.693		
ANOVA						
Model1		SS	df	MS	F	Sig.
Regression		119.731	1	119.731	1.274	.260
Residual		27245.707	290	93.951		
Total		27365.438	291			
coefficients						
		Unstandardized coefficient		Standardized coefficient		
Model		B	Std. Error	Beta	t	Sig.
1 (constant)		29.250	10.272		2.848	.005
Self – Efficacy Belief		3.167	2.805	.066	1.129	.260

Predictor: (Constant), Self – Efficacy Belief. Dependent Variable: Academic Performance (P< 0.05)

Appendix VIId

Table 7. Regression analysis of independent variable – locus of control and dependent variable – academic performance.

Model 1	R	R ²	R ² adjusted	Standard error of the estimate		
	.122	.015	.011	9.642		
ANOVA						
Model1		SS	df	MS	F	Sig.
Regression		405.296	1	405.296	4.360	.038
Residual		26960.142	290	92.966		
Total		27365.438	291			
coefficients						
		Unstandardized coefficient		Standardized		
Model		B	Std. Error	Beta	t	Sig.
1 (constant)		33.489	3.560		9.407	.000
Locus of Control		2.395	1.147	.122	2.088	.038

Predictor: (constant), Locus of Control. Dependent Variable: Academic Performance (P<0.05)

Appendix VIIe

Multiple Regressions

Table 7. Multiple correlation and regression analysis of school environment, family background, self-efficacy belief, locus of control and academic performance.

Model 1	R	R ²	R ² adjusted	Std. Error of the Estimate		
	.204	.041	.026	9.577		
ANOVA						
Model1	SS	df	Ms	F	Sig.	
Regression	1134.605	5	226.921	2.474	.032	
Residual	26230.833	286	91.716			
Total	27365.438	291				
Coefficients						
Model 1	Unstandardized Coefficients	Standardized coefficient				
	B	Std Error	Beta	t	Sig	
constant	13.462	12.033		1.119	.264	
SE	.508	2.533	.020	.201	.841	
FB	.190	3.402	.009	.056	.955	
SEB	1.152	3.051	.024	.377	.706	
LOC	2 .118	3.086	.108	.686	.493	

Significant at P<0.05. Predictors in the Model: (constant); SE, FB, SEB, LOC.
Dependent Variable: Academic performance