

**RELATIONSHIP BETWEEN ATTITUDE TO SCHOOL AND ACADEMIC
PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN SOKOTO
STATE**

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Abstract

This study investigates the relationship between attitude to school and academic performance of Secondary School Students in Sokoto State. Descriptive research design was used. Three research questions were raised and answered in the study. The population consists of secondary school students two in Sokoto State. A sample of 378 (Consisting 180 Male and 198 female) students were selected from 1260 SS II classes in six schools across the three Senatorial Zones in Sokoto State. The selection was based on the research advisor (2006) sampling procedures. The instrument used was adopted version of the attitude to school scale (ATS) designed by the guidance and counselling unit of the Federal ministry of Education Abuja to measure attitude to school. Last term Academic performance of students in core subjects (English and Mathematics) was used to ascertain the level of academic performance of students. The analysis of the data was carried out using Pearson moment correlation coefficient analysis. The findings revealed that attitude to school had significant impact on academic performance of male and female students in Secondary School. The study recommended that educational stakeholders should endeavour to assist students to cultivate good attitude to school in order to achieve academic excellence.

Keywords: Relationship, attitude to school, gender and Academic achievement

Introduction

The teacher is the custodian, the catalyst, or facilitator of the learning process. He provides the necessary requirement without which learning cannot flourish. The teacher will expose the students to the appropriate attitude to school that would enhance their academic performance. According to Ugodulunwa (2007), it seems that causes of low academic achievement are diverse and cannot be associated with a single major factor alone. For instance, proponents of self-concepts have found that, self-concept and variables may be a paramount factor in academic failure, causes of fluctuating performances among the students have also been attributed to teacher – students' interaction (Muraina et al., 2021) intrusive and extrusive motivation and classroom behaviour (Muraina & Adewuyi, 2017) and other extraneous variables. Fishbein, he constructed the value expectancy model by arguing that, a person's attitude determines his/her intended behaviour which could ultimately affect the outcome. Based on the model, he started that a person would hold certain attitude towards an object by evaluating it. After going through this process, the person decides whether to hold a favourable or unfavourable view towards it. Indeed, such as positive or negative – attitude could in various behaviour with regards to that particular object (Muraina et al., 2021; Muraina & Adewuyi, 2017).

Banu (1986) define attitude to school as the tendency that students have to respond positively or negatively to teaching and learning school related activities this attitude to school can be influenced by parental attitude towards education, bad peer group, low socio-economic status, low level of western education, harsh disciplinary measures from teacher or senior students and poor-quality nature of school (Muraina & Adewuyi, 2017; Muraina et al., 2021). And other factors that affect academic performance of students at school include: good orientation or one's upbringing.

Chilota (2008) in which it was reported that students from homes that give less priority to school, equally the work of Sokoto (1999) was in agreement with this finding where school and school activities are encourage, students tend to develop appropriate attitude toward school. Rasaan (2011) and Muraina et al (2020) reported that there exists a positive relationship between attitude to school and academic achievement. According to Oyelowo (2002) and Muraina et al (2020) stated that so many factors influence students' attitude to school, the social environment of a student plays an important role in shaping the student's attitude to school academic success of the students. Chilota (2008). Students from homes give school priority tend to have appropriate attitude towards school than those from homes that gives less importance to school. National Research Council (2003) it was indicated that some variables such as positive self-image, self-motivation and other factors in the educational context among females are important in supporting and sustaining their positive academic performance. Mulenwa (2002) where it was found their attitude may not be as significant factor in determining achievement towards school particularly among female students in secondary school. Kafir (2005) has reported that parents with only four (4) years formal education exhibit negative attitude toward education of their children, whereas those parents who had attended primary five (5) to university level education showed positive attitude towards their children's education.

Statement of the Problem

Stakeholders in education: such as parents, educational administrators, teachers among others are criticizing the massive failure of secondary school students, indeed this is a well-articulated factor reported by school examination results, newspaper, radio, television among others.

Research Questions

The study seeks to address the following questions:

1. What is the relationship between attitude to school and academic performance among male students in Sokoto State Secondary School
2. What is the relationship between attitudes to school and academic performance among female respondents in secondary schools of Sokoto State.

Methodology

Descriptive research design of ex-post facto type was use for the study. The target population for the study comprised all secondary school students three in Sokoto State. Simple random sampling technique was used for the study. The instruments used were adopted version of the attitude to school scale and academic performance scores of students in English and Mathematics in the last term. A sample of 378 students were selected from 1260 SS II classes in six schools across the three senatorial zones in Sokoto State. The selection was based on research adviser (2006) sampling procedures. The analysis of the data was carried out using Pearson Moment Correlation Co-efficient Analysis.

The researcher obtained the permission from the school principal who later introduced the researcher to teachers who were involved in data collection. The questionnaire was distributed personally by the researcher who read and explains the purpose of the study to the respondents who responded to the questionnaire. The researchers and their assistants helped the respondents in interpreting the items and ticking their chosen response. Three hundred copies of the questionnaire were administered however only 378 were usable to the study.

In analysing the collected data. Pearson Product Moment Correlation which is inferential statistics tools. The findings emanating from the analysis were presented in tabular form.

Results

Research question two: What is the relationship between attitude to school and academic performance among male secondary school students in Sokoto State

Table 1

Attitude to school and academic performance among male secondary school students

Variables	N	Mean	Std. Deviation	r-cal	p-value
Attitude to school	180	16.26	10.70	.625	.000
Academic Performance	180	44.36	20.91		

From table 1 above it can be seen that attitude to school and academic performance were positively related ($r(180) = .645$; $p < 0.05$). This indicates a significant relationship between attitude to school and academic performance of male students because the P-value is less than the 0.5 level of significance.

Research question two: Relationship between attitude to school and academic performance among female secondary school students in Sokoto State

Table 2

Attitude to school and academic performance among female secondary school students

Variables	N	Mean	Std. Deviation	r-cal	p-value
Attitude to school	198	12.50	9.75	.517	.001
Academic Performance	198	45.00	24.89		

From table 2, it can be seen that attitude to school and academic performance though negatively related were significant (Pearson's $r(198) = .517$; $p < .000$). This indicates a significant relationship between attitude to school and academic performance of male students because the P-value is less than the 0.5 level of significance.

Discussion

The first research question revealed that attitude to school is significantly related to the academic performance of male senior secondary school students. The correlation coefficient for attitude to school and academic performance was positive and significant. This finding is in line with the work of Chilota (2008) in which it was reported that students from homes that give less priority to school, equally the work of Sokoto (1999) was in agreement with this finding where school and school activities are encouraged, students tend to develop appropriate attitude toward school. Rasaan (2011) and Muraina et al (2020) reported that there exists a positive relationship between attitude to school and academic achievement.

The second research question revealed that attitude to school and academic performance among female students of Sokoto State are positively related. According to Oyelowo (2002) stated that so many factors influence students' attitude to school, the social environment of a student plays an important role in shaping the student's attitude to school academic success of the student. Chilota (2008). Students from homes that give school priority tend to have appropriate attitude towards school than those from homes that give less importance to school. National research council (2003) it was indicated that some variables such as positive self-image, self-motivation and other factors in the educational context among females are important in supporting and sustaining their positive academic performance. Mullenwa (2002) where it was found their attitude may not be as

significant factor in determining achievement towards school particularly among female students in secondary school. Kafur (2005) has reported that parents with only four (4) years formal education exhibit negative attitude toward education of their children, whereas those parents who had attended primary five (5) to university level education showed positive attitude towards their children's education.

Conclusion

Conclusion were made base on the finding of the study. The outcomes of the study of the study research revealed that, there was positive relationship students' attitude to school and academic performance. Secondly from the finding of the study revealed that negative relationship also existed among female students academic performance. The finding of the study clearly that, female students were indeed very much ready to develop positive attitude to school by the need encouragement from parents, teachers and counsellors in order to succeed academically.

Recommendations

The following recommendations were made base on the finding of this study. The recommendations. If property utilized by school administrator and classroom teacher may bring about improvement in the students attitude to school and academic achievement.

1. This study recommends among other things that parents and teachers should endeavour to assist to cultivate good attitude to school is order to achieve academic excellent.
2. Teachers and counselling officers operating in all female secondary schools, should ensure that, female students are committed to their studies by regularly attending their lessons so that to have positive attitude to which will in turn enhance their academic performance.

3. There is the need for regular counselling services to train male students on developing positive attitude to school. This will surely serve as an avenue for inculcating good attitude towards schooling among male students and which will enhance their academic performance.

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