

**PARENTAL EXPECTATIONS, ATTRIBUTIONS, AND ACADEMIC
ACHIEVEMENT OF THEIR ADOLESCENTS IN SOUTH-EAST,
NIGERIA**

BY

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REG. NO. 2006177004P

**THE DEPARTMENT OF EDUCATIONAL FOUNDATIONS,
FACULTY OF EDUCATION,
NNAMDI AZIKIWE UNIVERSITY, AWKA
ANAMBRA STATE**

MAY, 2015.

TITLE PAGE

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**A DISSERTATION SUBMITTED TO THE DEPARTMENT OF
EDUCATIONAL FOUNDATIONS,
FACULTY OF EDUCATION,
NNAMDI AZIKIWE UNIVERSITY,
AWKA,
ANAMBRA STATE.**

**IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE AWARD OF DOCTOR OF PHILOSOPHY
IN EDUCATIONAL PSYCHOLOGY
MAY, 2015**

APPROVAL PAGE

This dissertation has been approved for the Degree of Doctor of Philosophy (Ph.D) in Educational Psychology. Faculty of Education, Nnamdi Azikiwe University Awka.

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CERTIFICATION

I hereby certify that the work submitted in this dissertation is original (except as specified in the acknowledgements and references) and that the dissertation submitted therein has not been submitted in part or full for the award of diploma or degree to this university or any other institution.

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Okeke Adeline Nkemjika

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DEDICATION

This work is dedicated to my family.

ACKNOWLEDGEMENTS

The researcher with all humility acknowledges God Almighty without whom nothing can be achieved. For all knowledge and understanding belong to Him. Her sincere appreciation goes to Prof. G.C. Unachukwu her supervisor because of his care and invaluable suggestions at various stages of this work. She is also indebted to Prof. (Mrs) R.C. Ebenebe for her academic guidance and assistance throughout the period of this study.

She also appreciates the head of Department, Prof. N.N. Agu, and Staff of Education Foundation. Her sincere gratitude equally goes to Prof. N.P. Esomonu Dr. B.N. Adirika, Prof. Romy Okoye, Dr. C.A. Nwankwo, Prof. L.R. Akudolo, Prof. C.C. Anadi, and Dr. S. Nwana for their encouragement. Dr.(Mrs) E.A. Ezike and Dr (Mrs) Umeh Martins F.N. are exceptionally acknowledged for inspiring me. On a thorny road, it is only good friends that hang around until victory comes. Immeasurable thanks to her brother Mr. C.S. Muoneke, whose kindness most especially, his readiness to assist is a source of inspiration.

To her dear husband who stands exalted above all men, kind, dedicated and lovely, she will always cherish his kindness. She wishes to express her gratitude to her lovely children: Prince, Success, Precious, Favor, Divine-Love for their prayers and encouragement. May God bless and reward everyone in Jesus name.

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ABSTRACT

The study was embarked on because parents have some expectations for the academic achievement of their adolescents. Parents expect their adolescents to achieve high academically. Unfortunately, many of these adolescents fail to meet these parental expectations by their poor performance in examinations. While some parents make external attributions for their adolescents' performance, some others make internal attributions to explain such poor performance. This study investigated the relationship between parental expectations, attributions and academic achievement of their adolescents in the South East of Nigeria. The study was guided by four-research questions and four research hypotheses. The sample size was 1597 parents (676 males and 921 female parents) selected using multi-stage sampling technique. The design of the study was correlational survey method. The instrument for data collection was the questionnaire of which there are two categories: Parental Expectations and Academic Achievement of their Adolescents and Parental Attribution and Academic Achievement of their Adolescents. Parental expectation questionnaire solicited the expectations parents have for the academic achievement of their adolescents while parental attribution questionnaire solicited for parental attributions on the academic achievement of their adolescents. Parental expectation questionnaire was first given to parents before the students took their Basic Education Certificate Examination while Parental attribution questionnaire was later given after the students' performance (result) were released. The data were analyzed using the mean score and Pearson product correlation to answer research questions while the hypotheses were tested using t-test analysis at 0.05 level of significance. The major findings include: Parents have high expectations for the academic achievement of their adolescents. There was positive relationship between parental expectations and academic achievement of their adolescents. Parents attribute the academic achievement of their adolescents to effort (internal) and luck (external) causes. There was a significant relationship between parental attributions and academic achievement of their adolescents. Based on the findings, recommendations were made and they include: Parents should have realistic expectations for the academic achievement of their adolescents. Parents should attribute the outcome of their adolescents' academic achievement to internal causes.

CHAPTER ONE

INTRODUCTION

Background of the Study

Achievement can be seen as the level of attainment in a given discipline. In school setting, tests and examinations are given to students to assess their achievement. Feedbacks are given to them in the form of scores and grade. Pradham and Khirwadkar (2012) posited that the learning outcomes of students are observed changes in their behavioural patterns as well as the level of their achievements in the cognitive areas of various school subjects. Pradham and Khirwadkar (2012) further asserted that academic achievement is the degree of attainment a student reaches after being subjected to a period of learning.

However, studies of adolescents' achievements in Nigeria show that they score below average in many core subjects like English and Mathematics (Abijo 2014; Adeyemi 2003). Odume (2005), Asikhia (2010), posited that these adolescents perform poorly in internal and external examinations such as: Senior Secondary Certificate Examination (SSCE) conducted by West African School Certificates (WASC), and Unified Tertiary Matriculation Examination (UTME). Odume further said that the poor achievement of the school leavers starts when they are still in school and manifests significantly in their academic achievement especially at their adolescent period. On academic achievement, Uzoezie (2004) and Adeyemi (2003) all agreed that the adolescents do not perform well in their school certificates. Adolescence is a period in one's life between 11-21 years age range. It is the transitional period that extends from the end of childhood to

the beginning of adulthood. (Unachukwu & Ebenebe 2009; Okonkwo 2001). Daniel (2001) posited that one of the challenges facing adolescents in Nigeria is their academic achievements. It is a common knowledge that many adolescents have graduated from school without getting good results. Okonkwo (2001) supported this view and holds that there are serious indications that the academic achievement of adolescents are in the state of crises. Otuka (2007) and Okebukola (2012) reported the same poor performance in their various studies. The academic achievements fluctuate from year to year; but there is general indication of poor achievement. Njoku (2003) in his own view holds that the most predictors of adolescents' academic achievements are parental expectations of the adolescents' academic attainment and satisfaction with their adolescents' education at school.

Expectation according to Cambridge International Dictionary (1996) is a strong belief that someone will or shall achieve something. Parents have educational expectations for their adolescents and they communicate these expectations to these adolescents' in their remarks to them. Gardner (2007) said that parents expect their adolescents to strive and excel academically. According to him parents have high expectations, middle expectations and low expectations for their adolescents' academic achievement. Some parents who have high expectation for their adolescents' academic achievement believe that their adolescents will meet up with their high expectations. Those parents who have middle expectations believe that their adolescents may or may not perform well in their examinations, while those with low expectations believe that their adolescents will not perform well in their

examination, (Gardner 2007). Gardner also said that parents make these expectations known to their children when they are still in primary school.

Aldous (2006) found that adolescents who perceived that their parents had high expectations perform well academically. On the other hand when these adolescents perceived that their parents have low expectations, the adolescents' academic performance suffered. Goldenberg (2009) said that parents' expectations are dynamic and responsive to adolescents' academic achievement across time. A similar study by Goyett and Xie (2001) examined the reciprocal relationship between parental expectation and students' school performance in a sample of Latino families. Finding from the study indicated that parents' expectation influence students' expectation and academic achievement. Taken together, these studies indicated the important influence parents' expectations can have on adolescents' academic achievement. These adolescents might have been meeting their parents' expectations in their primary school but fail to meet up with those expectations in their Junior secondary school examination. This academic achievement of these adolescents thus constitutes a great concern to their parents. Patrikokou (2000) suggested that parents' academic expectations for their adolescent children influence their adolescent children's own academic expectations. According to Johnson and Ranson (2004), for female parents, social and welfare expectations are paramount in their thought about school. They hope that the school years will be enjoyable and constitute happy experience for their adolescents. They see the school as providing their adolescents with an opportunity for social education, that is, learning how to get on with other people. Male parents on the other hand see school years as good opportunity of exposing their adolescents to the outside world. Thus, they see their

adolescents as having acquired knowledge and learnt generally how to cope with life as well as being exposed to different careers (Johnson & Ranson 2004). Johnson and Ranson further reported that some parents in African countries revealed that their expectations for their adolescents' school achievement and their adolescents' actual achievement varied widely. It is sad to note that this variation is in the negative, and this can be seen as underachievement. The fact that the adolescents in secondary schools achieve below parental expectations worries their parents and they blame the situation on teachers, the school environment as well as other factors. Parents also perceive the reasons for their adolescents' academic achievements variously and consequently attribute the cause of the outcome of their adolescents' achievements differently (Alexander, 2006). According to Henderson (2002), parents tend to attribute the achievements of their adolescents to one thing or the other. These attributions seem to affect the achievement of their adolescents in subsequent examinations.

Parental attributions refer to the ways parents explain, evaluate and predict their adolescent children's behaviour or achievement (Miller 2005). Thus, parental attributions refer rather to their subjective perceptions or beliefs of adolescent's outcomes than to the actual causes of achievement (Forsterling, 2001). These attributions that parents have are sometimes expressed to the hearing of their children. The causal attributions that parents use have typically been divided into those that refer to an adolescent's ability and effort, and those that refer to task difficulty, teachers' competence and luck (Kinlaw, Kurtz-coster & Goldman 2001; Ratty, Vanska & Karkkainen 2002). Ability and effort are both internal attributions while task difficulty, teachers' competence and luck are external attributions. Ability, is a stable

characteristic and beyond the control of an adolescent while the amount of effort is an unstable property and controllable by the adolescent. Task difficulty and teachers competence in turn, are both stable and uncontrollable properties for an adolescent.

It has been suggested that parents typically employ self protective bias (Graham & Weiner, 2001; Mantal & Mee, 2001) when they attribute their adolescent's academic achievement to a cause. For example, parents attribute the cause of their adolescent poor academic achievement to luck and other external factors. They tend to give the credit for success to their adolescent children, but avoid blaming them for failure. That is to say, parents would prefer to attribute their adolescent children's success to internal causes, such as ability and effort, and failure to external causes, such as task difficulty and luck. And these adolescents heard their parents when they made these attributions after seeing their result. These attributions seem to affect the achievement of these adolescents in subsequent examinations.

One of the parental characteristics that may contribute to parents' causal attributions concerning their adolescents' academic achievement is their level of education. It has been found that educated parents attribute their adolescents' success more to ability than the less educated parents (Raty, Kasanen, & Karkkainen, 2006). To educated parents, passing an examination is as a result of their adolescents' effort and failing an examination is due to their adolescents' careless attitude towards preparation for the examination. To less educated parents, it is as a result totally external to their adolescents, for instance they may attribute their adolescents performances to teachers competence or luck that has turned against their adolescents (Raty et al, 2006). And this has negative effect on the academic achievement of these

adolescent. However, the relationship between parents' educational level and causal attributions seem to vary according to the culture (Stevenson & Lee 2009). For example, it has been found that highly educated Taiwanese parents emphasize studying hard and having a good teacher as a cause of their adolescents' success, whereas highly educated American parents tend to emphasize intelligence and luck as causes of their adolescents' success (Stevenson & Lee 2009). In Nigeria, parents tend to attribute their adolescents academic achievement to teachers' competence and luck. And these external attributions have negative effect on the adolescents' subsequent academic achievement (Okeke, 2005).

Highly educated parents have also been shown to value ability to a greater extent in their expectations of their adolescents' academic achievement compared to parents with lower levels of education (Tulviste & Ahtonen, 2007). These expectations may then be reflected in their causal attributions concerning their adolescents' academic achievement. According to Bugental and Happaney (2002), parental attributions may be reflected in their subsequent expectations concerning their adolescent child. Bugental and Happaney further posited that parental attributions and expectations of their adolescent academic achievements are influenced by their place of domicile. For example, parents who live in the urban area tend to attribute their adolescents' success more to ability than parents who live in the rural area. These parents from the urban areas have more realistic expectation than those in the rural area. Downey (2004) is of the view that people's social interactions with important people in the society is important to the development of an internal locus of control which is the center of attribution. Parents with internal locus of control seem to process information about

themselves and environment differently from parents with external locus of control. The interaction of the researcher with some parents in Anambra State showed that some parents tend to attribute the achievement of their adolescent children to external factors yet expect these adolescents to achieve very well in their examinations.

Wade and Travis (2003) posited that when one makes a situational attribution, the person regards an action as being caused by something in the environment. For example, parents make situational attribution when they attribute the success or failure of their adolescents' academic achievement to luck, school environment, teacher's behaviour or government factor. According to them, parents in dispositional attribution explain their adolescents' academic achievement as due to their adolescents' effort or lack of effort in preparing for their examination. Sue (2008) saw attribution as world view which he explained as one's psychological orientation in life that determines one's thought behaviour, decision and the way one perceives events. When parents attribute their adolescent poor performance to external factors such as teacher's favoritism, the tendency is that their adolescent may believe it and so fail to put in necessary efforts to achieve. According to Ratty (2006) Educational Achievement is one of the most important predictors that contribute to adolescents future economic well being. He further said that parents' realistic expectations based on the internal attributions they have on their adolescents' academic achievement enhance their adolescents' achievement.

McCombs (2007) suggested that what underlies the internal locus of control (which is the center of attribution) is the concept of self as agent. This means that peoples' thoughts control their actions and that when they realize

this executive function of thinking they can positively affect their beliefs, motivation and academic achievement. In the same vein, parents who expect their adolescent children to achieve well and attribute their adolescents' academic achievement to internal factors will persuade the adolescent children to put more effort in their studies in order to have good grade. But parents who expect their adolescents' children to achieve well but attribute their adolescents' academic achievement to external factors will not have the mind to encourage their children to put more effort to achieve. These parental attributions make adolescents' think that their failures and successes are from external forces and not from their own making. Therefore they do not put necessary effort in their studies to achieve. It is against this background that there is need to find out the relationship between parental expectations, attributions and academic achievement of their adolescents'.

Statement of the Problem

Many parents often equate success in school with academic achievement. This perhaps, explains why academic achievements have become topical in educational research and publication. According to Kristin, (2006) academic achievement appears to be the only concrete measure of success in colleges. Even till date many parents seem to share the same view. The level of academic achievement of students in public examination has been persistently and generally poor in Nigeria. This feature has been demonstrated by repeated poor achievements in school certificate examinations and Joint Admission and Matriculation Examination. (Adeyemi 2003; Falade 2001).

The poor achievements of adolescents' academic achievement have continued to be of great concern to many educational psychologists, teachers and parents. Many factors according to Wiener (2000) have been identified as affecting adolescents' achievement generally such as adolescents' lack of effort, unrealistic parental expectations and casual attributions parents make on academic achievement of these adolescents. Mathew and Alina (2005) posited that there is evidence that parents' unrealistic expectations of their adolescent children's academic achievement actually affect their adolescents' academic achievement as well as the causal attributions that parents make. Sometimes it leads parents to give support for their wards to go for "special centers" in order to meet their expectations. These parents go to the extent of profusely blaming the teachers of not teaching well. Then the adolescents end up more confused and not seeing the need to put in necessary effort to achieve. It is then, necessary to determined empirically how these variables: Parental expectations and attributions relate to the academic achievement of their adolescents.

Purpose of the Study

The general purpose of this study is to determine the extent to which parental expectations and attributions relate to academic achievement of their adolescents.

Specifically the study sought to:

- i. Determine the relationship between parental expectations and the academic achievement of their adolescents;

- ii. Find out relationship between parental attributions (internal or external) and academic achievement of their adolescent children;
- iii. Find out if gender of parents is a factor in the relationship between parental expectations, attributions and the academic achievement of their adolescent children;
- iv. Determine whether parental level of education influences the relationship between parental expectations, attributions and academic achievement of their adolescent children.

Significance of the Study

The information from this study if implemented will be beneficial to adolescents, parents, teachers, school administrators, psychologists and society at large.

This information will assist in developing effective psychological guidance towards minimizing unrealistic expectations parents have on the academic achievements of their adolescent children. It will help parents make internal attributions on the academic achievement of their adolescents and help their adolescents understand that the cause of their successes or failures in school is from the adolescents' effort or lack of effort, not from external factors like task difficulty, luck or teachers' ability. Thus parents may find it necessary to know the ability of their adolescents academically before having high expectations which the adolescents may not meet. The adolescents on the other hand will find it necessary to meet up with their parents realistic expectations.

Teachers will learn to treat all students equal to avoid accusation from the students of being partial to some of them. School administrators should

learn to provide necessary infrastructure that will enhance effective teaching and learning in school. The information from this study will help all participants in education to always bear in mind that adolescents should be helped to take responsibility of their actions. Seminars and workshops will help the adolescents to put necessary effort to achieve higher than what they used to achieve. This will also help the adolescents to understand that whatever they score academically is what they merit and not outcome of any external forces.

Scope of the Study

The study was restricted to parental expectations, attributions and academic achievement of adolescents in south-east Nigeria. In other words the researcher investigated; the expectations parents have concerning the academic achievement of their adolescent children in Basic Education Certificate Examination (BECE). The causal attributions parents make of their adolescents successes or failures that is, whether to internal or external causes. The influence of such variables as level of education and gender on the relationship between parental expectations and attributions on the academic achievements of their adolescent children.

Research Questions

1. What is the relationship between parental expectations and academic achievement of adolescents in BECE?
2. What is the relationship between parental attributions and academic achievement of adolescents in BECE?

3. Is gender of parents a factor in the relationship between parental expectations/attributions, and the academic achievement of their adolescent children?
4. Does parental level of education influences the relationship between parental expectations/ attributions, and academic achievement of the adolescent children?

Hypotheses

1. There is no significant relationship between parental expectations and academic achievement of their adolescents in Basic Education Certificate Examination. (BECE)
2. There is no significant relationship between parental attributions and academic achievement of their adolescents in BECE.
3. The correlation between parental expectations and academic achievement of their adolescents in BECE will not differ significantly due to gender.
4. The correlation between parental attributions and academic achievement of their adolescents in BECE will not differ significantly due to their level of education.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviewed the relevant literature to the study. The review is made under the following sub-headings;

Conceptual Frame Work

Concept of adolescence

Parents

Attribution

Theoretical Frame Work

Fritz Heider's attribution theory

Bernard Wenier's attribution theory

Harold Kelly attribution theory

Theories of grade expectancy and achievement motivation

Theoretical Studies

Attribution

Description of Attribution Theory

Attribution and Social Behaviour

Fundamental Attribution Error

Locus of Control

Socio-Cultural Influences as Factor of Locus of Control

Parental Expectations and Academic Achievements

Academic Achievement

Adolescent Academic Self Concept

Academic Motivation

Empirical studies

Relationship between parental expectations and adolescent academic achievement.

Attribution and academic achievement

Locus of control and academic achievement

Determinants of adolescents' academic performance

The effect of family background on adolescents' academic achievement

Summary of review of related literature

Conceptual frame work

The concept of adolescence

The concept of adolescence dates back to the ancient times and has been variously defined by experts in related fields, Denga (2001) and Melgosa (2000), all noted that adolescence ranges from the age of 12 to 21 years, and represents a transition moment between childhood and adulthood. Zhan and Sherraden (2003) identified adolescence as both a way of life and a span of life in the physical and psychological development of an individual.

In most cultures, adolescent stage is not static but varies from culture to culture. Consequently, there is no specific age bracket which has been accepted as the adolescent age. This accounts for variations in age brackets as postulated by various scholars. The biological conception of adolescent involves the development of the organs of the body towards maturity. It includes the maturation of both primary and secondary sexual characteristics in boys and girls, such as sperm production, voice change, pubic hairs etc in

males, while in females, these involves enlargement of breast and hips, and monthly menstruation. Thus, for the biologist, the period of adolescence falls within the age limit of (11-18) years for early maturers, and (14-21) years for late maturers. Sociologically, however, it has also been argued that adolescent phase is a stage of total dependence of the child on the parents until he/she assumes an autonomous status in terms of financial well-being.

Apart from the biological and social perspectives, there is also the cultural dimension. There are some cultures where the adolescent phase seems not to exist. Obiukwu (1986) noted that in lower income families, the sociological perspective does not hold because young people are typically put on their own much sooner than in higher income families. Thus, for such group, neither sexual maturity nor dependence is the determining factor, rather, cultural tenets are the determinants. Therefore, it can be inferred that adolescent stage does not exist for this group; Okudo (2009) quoted a teacher after his meeting with a group of teachers as saying:

I am convinced that this whole idea of adolescence is a set of pupils to take advantage of us. They do not want to study; we have to understand them because they are adolescent. They do not obey the school rules because they are suffering from changes of this very delicate stage. In short, they are controlling the situation raising the flag of adolescent.

No doubt, the adolescence period could be a stormy stage of life. It is sometimes marked by turbulence and confusion. Socrates (399 BC) saw adolescents as bad-mannered contemptuous for authority and disrespectful to elders. Daniel (2001) posited that one of the challenges facing adolescents is their academic achievement. Malgosa (2000) sees adolescents as undergoing constant bombardment of experiences and expectations, which place them

under a lot of pressure. This view is shared by theorist Erikson in 2012; he believes that adolescent period is a time of “storm and stress”. Yet, other scholars hold contrary views, (Unachukwu & Ebenebe, 2009) argue that the image of troubled and confused adolescent is erroneous and misleading. Unachukwu and Ebenebe (2009) revised quoted some research findings showing that the majority of the adolescent do not encounter serious negative attitude towards their parents. Therefore, the view of stress and storm depends largely on different ways adolescents respond to the physical and psychological changes of the teenage age.

According to Eke (2006), the common denominator in all adolescent experience irrespective of cultural variations is the biological change from children into mature adult status capable of sexual activity. This presumes growth and development. Melgosa (2000) has also observed that before adolescent, the childhood growth rate is about 5 centimetres per annum, but at adolescence, this doubles, with the rate fluctuating at least to 8.9 centimetres.

No doubt, there are conspicuous and observable changes in adolescents. These changes may be physical, emotional, moral and socio-cognitive-oriented. Erikson (2012) posits that this is the period the growing child asks such basic questions such as who am I? What will I do with my life and do I accept the ideas of previous generations? It is a period that children seek to resolve personality identity. This period is marked by various adjustments to the family values through parental support.

Concept of Parents

The term parent here refers to a mother or a father of a person or animal (Cambridge International Dictionary 1996). Uzoezie (2004) in agreement with Garbarin and Abramzowits (1995), believe that parents could be biological, social or cultural and by nature, are charged with the responsibility of bearing and raising their offspring. Baumrid (2009) explained that human parents “create” their offspring physically and psychologically. She is of the opinion that “the child’s energy level’, his/her willingness to explore his/her will to master the environment, and the child’s self control, socialization and buoyancy are set, not only by the genetic structure but by the regiments, stimulations and kind of contact provided by parents. Okonkwo (2001) noted that poor achievement of adolescents in school subjects might be as a result of inhibition resulting from lack of parental involvement in their adolescents’ academic achievement Durojaiye (2002) and Okonkwo (2001), for example noted that parents are away from home most of the day and relegate the task of parenting to their inexperienced house helps. Other researchers such as; Baumrind (2012), Strange and Brandit (2010) have also established a strong relationship between good parenting and school achievement.

From the above observations, one thing appears fairly obvious, that is, that parents play a major and significant role in the education of their children. When parents are actively involved on the school activities, adolescent students develop more positive attitude towards school, and achieve higher academically.

Concept of Attribution

According to Stevenson (2009), the most popular research in social psychology during the last two decades has focused on our explanations for our own behaviours and the behaviours of others. Social psychologists call these explanations attributions. Attributions are statements about the probable cause of an event. Knowing why something happens or why someone behaves in a certain way enables people to predict future events and allows such people to structure their own behaviours in accordance with what they know. Parental beliefs and cognitions concerning their children's development and academic abilities have received increasing attention nowadays (Herbert 2004; Mille, 2005) one example of parental beliefs concerns their causal attributions regarding the factors that influence their children's behaviour and outcomes. Such causal attributions are also an important part of parents' social cognitions, because how parents interpret the causes behind their children's academic outcomes lays the foundation for the ways in which they guide and tutor their children at home. Thus parents-child-related causal attributions are likely to affect their children, and ultimately, the way in which their children develop (Kin law & Goldman, 2001; Miller, 2005).

Internal Versus External Attribution

When people try to explain the behaviour of others, they can attribute the cause to the person, to the environment, or to a combination of these two. Attributing the cause of a behaviour to the person is an internal or personal attribution and attributing the cause to something in the environment is an external or situational attribution (Wade & Tavis, 2003). Example, parents

may attribute the poor performance of their adolescents to inadequate preparation of their adolescents. They may make an external or situational attribution such as the examination was too difficult or that luck was against such adolescents. The perceived attribution (internal or external), has important implications on how these parents can be expected to behave in a variety of situations.

Theoretical Framework

A theoretical framework is an organized and systematic articulation of a statement related to questions in a discipline that are communicated in a meaningful whole. Onweh (2004) observed that theories provide foundation for claims for phenomena, and also provide ideas or principles needed with which behavior can be interpreted.

According to Lahey (2004), theories are guiding principles models or bedrocks on which techniques procedures and processes of instructions are based. Theories are important in education according to Wikipedia (2008) no matter how little you think you know about a topic, and how unbiased you think you are, it is impossible for a human being not to have preconceived notions even if they are of general nature. For instance some people fundamentally believe people are basically lazy and untrustworthy therefore you have to keep your wits about you to avoid being cheated. These fundamental beliefs about human nature affect how you perceive human beings. In other words; you are always being guided by theoretical frameworks or theories without knowing it. This research work on the parental expectations, attributions and academic achievement of their adolescents in the South east of Nigeria draws on attribution theories of Frits Heider, Benard Wenier, Harold and expectancy theory of motivation of Atkinson.

Fritz Heider's Attribution Theory

Heider, the founding father of attribution theory views the average person as a naïve psychologist searching for ways to approve his/her understating of others. In his theory, he believed that people observe, analyze and explain behaviour with explanations. Although people have different kinds of explanations for the events of human behaviour, Heider found it very useful to introduce the dimension of internality-externality to attribution theories. He suggested that the causes of one's outcomes can lie within the person (e.g. internal causes such as ability) outside or in the environment (e.g. external causes such as task difficulty). Hider's ideas were continued by Rotter (1999) who leveled the internal-external dimension as locus of control. Rotter's work inspired hundreds of studies on this dimension as a personality trait and motivated the classifying of individuals into internals and externals (Weiner 2000). When and internal attribution is made, the cause of the giving behaviour is assigned to the individual characteristics such as ability, personality mood, efforts, attitudes or disposition. When an external attribution is made, the cause of the given behaviour is assigned to the situation in which situation was seen as the task, other people or luck that the individual producing the behaviour did so because of the surrounding environment or social situation, these two types of explanation lead to very different perceptions of the individual engaging in a behaviour. Hence parents who perceive that the outcome of their adolescents' academic achievement is from their adolescents have internal attributions. Whereas parents who perceive that the outcome of their adolescents academic achievement is from the environment have external attributions. Hider's work was followed by Harold Kelly's (2001) who deepened understanding of how people make attributional observations.

Harold Kelly

Another attribution theory was the work of Harold Kelly (2003) who hypothesises that individuals make attributions in the way scientist analyze data. Kelly's conversation model of attribution looks to three main types of information from which to make an attribution decision about an individual's behavior. The first is consensus information or information on how other people in the same situation and with the same stimulus behave. The second is distinctive information or how the individual responds to different stimuli. The third is consistency information or how frequent the individual behaviour can be observed with similar stimulus but varied situations. From these three sources of information, observers make attribution decision on the individual's behavior as either internal or external. When there is considerable consensus distinctiveness and consistency we generally attribute the cause of behavior to the environment. When these factors are weak or absent we tend to attribution causation to person (Kelley 2003).

Bernard Weiner's attribution theory

Another theory of attribution is the theory proposed by Bernard Weiner. Bernard Weiner developed a theoretical framework that has become very influential in social psychology. His attribution theory assumes that people try to determine why people do what they do, that is interpreting causes to an event or behaviour. Weiner's attribution theory is mainly about achievement. According to him, the most important factors affecting attribution are ability, effort, task difficulty and luck. Attributions are classified along three causal dimensions (i) Locus of control (internal vs external) (ii) stability (do causes change over time or not) (iii) controllability (causes one can control such as skills vs causes one cannot control such as luck).

His theory also has implications for academic motivation. It incorporates behaviour modification in the sense it emphasizes the outcome of people being able to feel good about themselves. It incorporates cognitive theory and self- efficacy theory in the sense that it emphasizes that learners current self-perceptions will strongly influence the ways in which they will interpret the success or failure of their current efforts and hence their future tendency to perform these same behaviours. Mc. Arthur(2006) provided an excellent clarification to this attribution theory and the explanations people tend to make to explain success or failure that can be analyzed in terms of three sets of characteristics.

First, the cause of the success or failure may be internal or external. That is one may succeed or fail because of factors that one believes have their origin within or because of factors that originate in the environment.

Second, the cause of the success or failure may be either stable or unstable. If the cause of the success or failure is stable then the outcome is likely to be the same in another occasion. If it is unstable, the outcome is likely to be different on another occasion.

Third, the cause of the success or failure may be either controllable or uncontrollable. A controllable factor is one which one believes can alter if one wishes to do so. An uncontrollable factor is the one; one does not believe that it can be easily altered. An internal factor can be controllable if one can control one's effort by trying harder or uncontrollable that is one cannot easily change his basic intellectual ability.

According to Mc. Arthur these three characteristics will enable the parents and teachers to use attribution theory to motivate their students in the following ways:

(1) If they want their students to persist at academic task, they should help them establish a sincere belief that they are competent and that occasional imperfections

or failures are the results of some other factors such as lack of sufficient effort that need not be present on future occasions.

(2) When students fail, they are not likely to persist and eventually succeed if they attributed their failure to lack of appropriate effort. Therefore it is extremely important that when students perceive themselves as unsuccessful parents should help them to develop conviction that they can still succeed if they give it their best shot. Another way to say this is that it is possible and desirable for students to believe that even though they have worked hard they have not yet put forth their best effort. If parents can show students ways to improve their efforts and there are always ways to channel their energies more effectively then they can help them have an accurate perception that increased effort is likely to pay off.

Theories of Grade Expectancy

Expectancy theories of motivation hold that a person's motivation to achieve something depends on the success. It was Wikispace (2015) who developed these theories of motivation which are based on this formular.

$$\begin{array}{l} \text{Motivation perceived-probability} \\ \text{Of success} \\ \text{M - (Ps)} \end{array} \quad \begin{array}{l} \text{X incentive} \\ \text{value of success} \\ \text{X (Is)} \end{array}$$

The formular is called an expectancy model or expectancy value model because it is largely depends on the person's expectations of reward. This implies that an individual's perceived probability of success or (Ps) and the incentive value of success or (Is). For example, if a final year education student parents want their adolescent student to make a second-class upper degree in his final year and it is important to them, they will persuade the adolescent student to work hard to make it. However if the parents would like

their adolescent student to make it but feel that the adolescents hasn't the power to do so, they will not motivate him/her. Again if the chances of the adolescent are good, but the parents do not care about their adolescents making second class upper degree division, they will not motivate them. Ebenebe and Unachukwu (1995) are of the view that "The formular ($M=Ps \times Is$) is multiplicative, meaning that if people believe that their probability of success (Ps) is zero or if they do not value success (Is), then their motivation will be zero". Research result show that best probability of success exists where most adolescents see they have a good chance to succeed; if they exerted maximum effort, but also a good chance to fail if they did not.

Research on parental expectations of their adolescents has generally found out that adolescents do tend to live up to expectations their parents have of them. It is therefore important for the parents to communicate to their adolescents a positive expectation that they can learn. The process by which parental expectations affect adolescents' achievement had been described by Kellaghan, Sloane, Aivarez and Bloom (2014), they pointed several ways parents can communicate positively to their adolescents.

1. Parents should set high, realistic expectations (e.g. based on present skill level and strengths).
2. Parents' expectations for their adolescents' academic achievement should be discussed with the adolescents.
3. Parents should hold their adolescents accountable for his/her actions.
4. The adolescent understands the consequences for not meeting the expectations and standards.
5. Clear consistent limits and guidelines about school work and behaviour are communicated and reinforced with the adolescent.

6. Parents should communicate that effort, not luck will result in improved academic achievement.
7. Parents and their adolescent children should discuss the importance and value of education (e.g. set clear academic goals with the adolescents, encourage them to take tougher courses in school).
8. Parents should support their adolescent child and encourage him/her to strive for good grades.

According to Entwisle (2007) neglectful parents lay little emphasis on their expectations of their adolescents' academic achievement while democratic parents lay much emphasis on their expectations of their encourage Independent thinking and proper self-concept in their adolescents' life. Ebenebe and Unachukwu (1995) described the way by which teachers also could communicate their positive expectations to their adolescent students.

Some of the ways are:-

1. Wait for students to respond. Some teachers wait longer for answers from students whom they have high expectation than other students; long waits sometimes, may communicate high expectations and increase the adolescent achievement.
2. Avoid unnecessary achievement distinctions among adolescent students. Grading should be a private exercise between the adolescent students and their teacher rather than public information.
3. Teachers should avoid establishing a right hierarchy of groups where grouping instructional method is used. The groups should be treated equally and respectfully. Even though students always know those who are good in school and those who are not, teachers can still successfully

communicate the expectation that all students not just the most able ones are capable of learning.

4. Treat all students equally. Call low-achieving students as often as the high achievers and spend equal amount of time with them.

Expectancy Functions

Chuhan (1999) has deliberated on what he called expectancy functions which refer to the teacher's efforts to create in the adolescents minds an idea of what they will be able to do when a particular class, lesson or project is completed. Such expectancies may be Immediate, intermediate or remote.

Part of the idea of the expectancy function is that normally adolescents should have a continuing sense of accomplishment and this inspiring teaching is one capable of helping adolescents to keep remote goals in sight during the attainment of more immediate and intermediate expectancies. In this context, studies or levels of aspiration or achievement can be thought of as studies of levels of expectancy (Weiner, 2000). Such studies lead to the following conclusions:

- i. Past success condition adolescents to make realistic increases in their expectancies.
- ii. Past failure over long periods of time conditions adolescents to lower their expectancies almost as if to guard themselves against failure by never expecting success.
- iii. Some adolescents who have experienced past failure unrealistically raise their expectancies almost as if the hope of success alone will bring success.

By modifying adolescents' expectancies in accordance with these findings, parents can increase the vigour of adolescents' efforts. In other words, parents by controlling the adolescents expectancy in various ways, for example, by telling the adolescent what the likelihood of success and failure will be as he looks at his previous grades, general intelligence, courses and programmes he desires to take, he can attain, give him information which increases his desirability for one outcome rather than for another. They can point to the adolescents how they can achieve better performance by a particular method than with the method the adolescent can think of.

Theoretical Studies

Attribution

According to Advanced Learner's dictionary, to attribute means to consider as caused by. There are two kinds of these causes in human behaviours or action, one is trait or motive and the other is environment. Therefore, two types of attribution are usually made, (situational attribution) that is attributing our action to environment and (dispositional attribution) that is attributing action as caused by trait or motive.

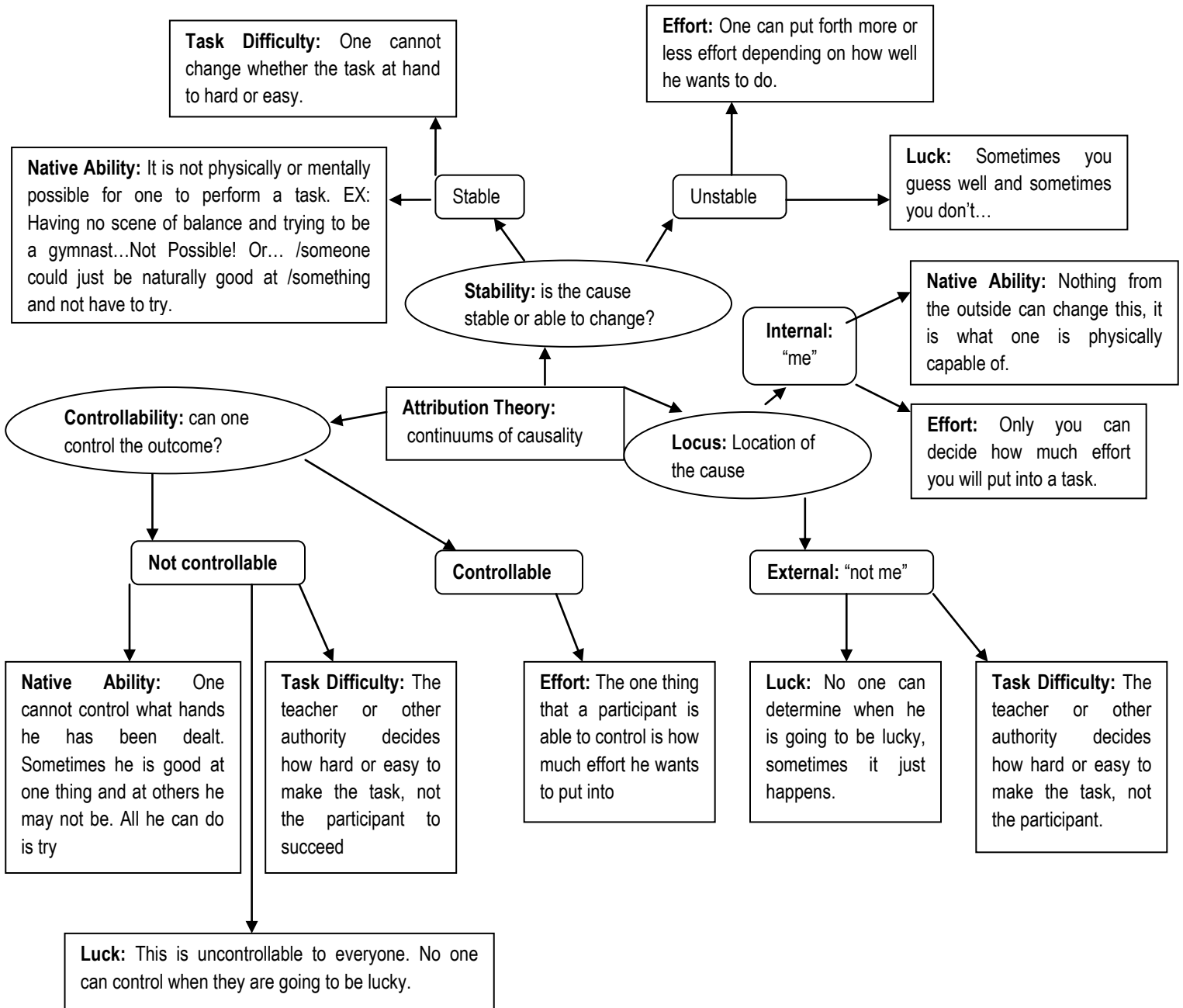
Weiner (2000) formulated attribution theory which includes many ideas about achievement and the motivational effect. His theory is directed mainly towards understanding how individuals explain the causes of their successes and failures, how these failures affect their subsequent motivation to achieve. According to attribution theory people attribute or ascribe the causes of their success or failure to factors such as ability, effort, and difficulty of task or

luck. Ability and effort attributions are internal or individual, while task difficulty and luck attributions are external.

Attribution theory by Kelvin (2009) argues that human beings are cognitive beings who want to know the reason why they behave the way they do. This knowledge helps human beings to cope more effectively with situations that confront them. Attribution theories are interested to know how people infer causes that underlie achievement behaviour and their attempts to make sense out of the behaviour.

Description of Attribution According to Kelvin 2009

The flow chart below is very helpful in explaining some of the different attributes associated with Attribution Theory.



Kelvin's Attribution Process

	Internal		External	
Controllability	Stable	<i>Unstable</i>	Stable	Unstable
Uncontrollable	Ability	Mood	Task Difficulty	Luck
Controllable	Typical effort	Immediate effort	Teacher Bias	Unusual help from others

Kelvin (2009) said that attribution theory believes that the outcome of an event can and will determine a person's future action. Using the chart above, different attribution can affect the way a person thinks or acts in a situation. The outcome of event can be based on a variety of attributions such as ability, mood, luck, effort etc. All these attributions have different causes associated with them. For instance, ability is characterized as a stable, uncontrollable internal attribution.

In other words, a person's ability is something a person cannot control. It also occurs within the body and a person's ability does not change regularly. The above charts can help guide a person to discover what causes an attribution processes.

Using the table above, a person can first determine if the reason for the outcome of an event is based on internal or external factors, or in other words, whether an attribution is due to the person or because of outside influences. From there, a person can determine if the result of an event is something stable is a fixed, constant characteristic, while something unstable is a characteristic which often varies. For example, mood would be

considered unstable because a person's mood regularly changes, while on the other hand, ability would be considered stable because a person's ability does not change regularly. Finally, a third factor of the table is the controllability of an event. An uncontrollable attribute of an event would be considered something which the person has no influence over, while a controllable attribute is when a person can manage the characteristic.

Attribution Theory and Social Behaviour

Shakespeare once wrote "find out the cause of this effect, or rather say the cause of this defect for effect defective comes by cause". All cognitive consistency theories assume that people need to make sense of their world, they interpret events in terms of the attitudes and ideas they already possess, and they strive to fit their interpretation together in a balanced and orderly way, (Wade and Travis, 2003). Attribution theory used these assumptions in the investigation of processes by which people form impressions of others and interpret social behaviour (Ames and Ames, 2015).

Heider (1958), the founding father of attribution theory views the average person as a naive psychologist searching for ways to approve his/her understanding of others. Research and theory on attribution attempt to outline the processes people use to interpret other people's behaviour and understand why they behave as they do. According to Heider and other social psychologists, people explain each other's behaviour by making casual attribution such as why did Barbara donate to charity? Because she is generous? Because her mother insisted?

To illustrate this, Shaver (2013) outline a hypothetical situation in which a person observes two men talking, one man knocks the other man down, using a flowchart.

The Shaver’s (2013) flow chart for Attribution which demonstrated the typical process of Attribution

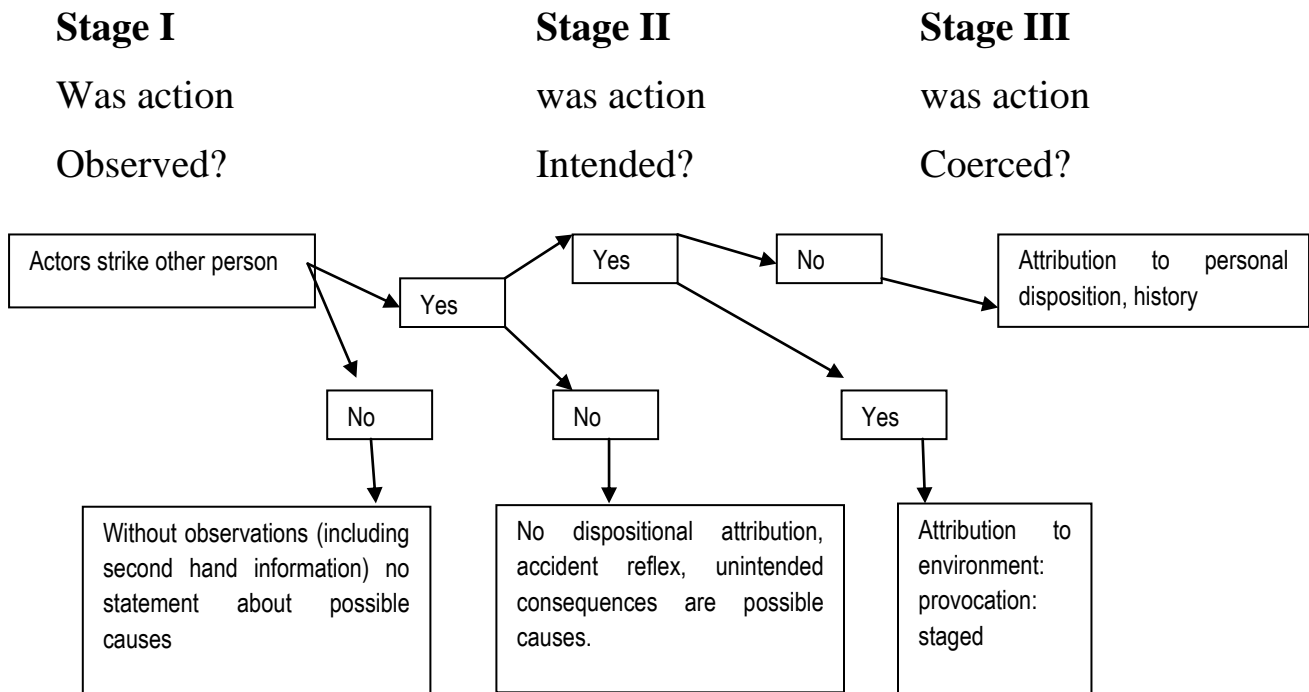


Fig (1) Flowchart for Attribution of an Action

Only observed action can be attributed to the person or situation. If we decide that the action was not intended, or that the action was forced into making it, we do not attribute it to personal disposition. We do so only if the action seems to have been intended and coerced. If we believe it was unintended and coerced, we attribute to the situation. Shaver (2013) demonstrates the typical process of attribution. In the first stage, an event is observed. During the second stage, a decision is taken as the cause or the intent of action. Since the action may not be observed, an inference is made which determine how

one would react. If we conclude that the man in Shaver's sketch (fig. 1) slipped and accidentally hit his partner or threw a dummy punch to scare away his partner's hiccoughs, one would assign one meaning to the event. If it is concluded that the man intended to hurt his companion one would assign quite a different meaning to the incident. In the final stage, the observer attempts to discover whether the behaviour was caused by situational forces (which would reveal little about the performer) or by a personal factor (which means it would be attributed to his personal motive or disposition).

In the present example, such forces as provocation by the other and external coercion might be situational causes of the behaviour. The observer who could not identify a situation force would attribute the behaviour to a motive or disposition. The man who seemingly threw the punch might be considered aggressive and immature, he might be seen as reluctantly teaching his partner a well-deserved lesson or perhaps he was only knocking a bee out of his neck.

Fundamental Attribution Error

The commonest fundamental attribution error arises from over estimation of personality factors and under-estimation of the influence of the situation (Nisbett & Roes 2009). Roes (2010) emphasized this tendency. Napoliten and Goethals (2014) did an experiment with students who spent time taking with a target person who was either friendly or unfriendly. In each case, students were told either that the target's behaviour was spontaneous or that the target was specifically instructed to behave in the way. The students thought the friendly person was "truly friendly" when they had been told the friendliness was forced. The students said that

unfriendly person was truly unfriendly even when they knew the unfriendliness was required. The fundamental attribution error probably explains why people respond so favorably to smiling flight attendants, polite telephone operators and charming sales people. Even when it is known their manners are “part of their job”, people also believe that the behaviours are “part of their personality”. In explaining self-behaviour, people tend to choose attributions that favour them and introduce self-servicing bias, by talking credit for their good action and debiting their bad actions to the situation (Wade and Tavris 2003). The self-serving bias is also apparent in the excuses people make to justify their mistakes. Synder, Higgin and Stuky (2014) observed that self-protecting excuses have been part of human life since Adam blamed Eve for giving him the apple, and Eve blamed the serpent. Wade and Tavris (2003) identified several categories of excuses. Neapolitan and Goethals, (2014) said “if it is my fault, it is her fault, and if it’s not her fault, it is not my fault”. “It wasn’t so bad”. These excuses acknowledge the blunder, but try to minimize it, “she will get over it”. “I am only an hour late”, minimizers may leave out grisly details. “I only hit him once”, they say, “instead of I broke his jaw and shattered his nose”.

Such excuses are said to soften the link between one and his actions. The excuse may reassert one’s qualities modify the degree of one’s responsibility or minimize the badness of the action itself (Synder 2014). Excuses also make it possible for people to maintain their self-esteem, while acknowledging errors. Yet excuses also justify the destructive things that people do and allow them to rationalize the failure to take the helpful action such as speaking up against wrong-doing or aiding someone in crisis.

People also make attributions for events that have little to do with their self-esteem or even their own behaviour. And this kind of attribution is called “just- world Hypothesis”. According to ‘just world hypothesis people’ need to believe that the world is fair, that good people are rewarded and villains punished. The belief in a ‘just- world hypothesis’ helps people make sense out of senseless events and feel safe in the presence of threatening events. If a friend loses his job, if a woman is raped, if a prisoner is tortured, it is reassuring to believe that they all must have done something to deserve what happened or at least to causes it (Milgram 2007, Wade and Tavis 2003).

The idea of the fundamental attribution is often questioned, particularly by Wade & Travis (2003), who raised such fundamental question as “Is self-serving bias always biased”? Attributions are known not to be always accurate and are many a time fluid but they serve a purpose. The belief that people are responsible for their actions makes sense of the legal system and justice. Attributions whether accurate or not, have consequences for emotions and actions, for law and justice and for daily human relations. These ideas are contained in Wade & Travis (2003).

The Internal-External Causes in Human Behaviour

Weiner (2000) classified the reason why human beings behave the way they do into two, and made a worthwhile distinction between them. Internal causes of behaviour are functions of personality traits or motives while external causes are mainly environmental such as rewards and difficulty of tasks. Weiner (2000) believed that people tend to attribute the causes of success and failure to four elements. These are ability, effort, task difficulty and luck. However, Weiner’s work focused on the relationship of these

casual attributions to human feelings, happiness, and satisfaction after success, sadness and dissatisfaction after failure. Weiner, Kun and Weiner (2000) gave the following examples which represent the reasoning parents might go through if they are asked to interpret the causes and feelings experienced in an achievement circumstances.

“My adolescent just received an “A” on this examination, that is very high grade” (generating happiness). “He received this grade because he worked hard during entire school years” (producing contentment and relaxation). “He really has some positive qualities that will persist in the future” (following high self esteem and optimism).

“He just received a “D” on the examination that is a very low grade” (Generating feeling of unhappiness, frustration and upset). “He received this grade because he is not smart enough” (followed by feelings of incompetence). “There is really something lacking in him and it is likely to remain that way” (leading to feelings of low self esteem and hopelessness). These comments suggest that emotional reaction differ considerably among parents depending on the cognitive interpretations they make about attributes in their adolescent children and others in the situation. Attribution theorists believe that it is important to distinguish between external and internal causes of behaviour.

Locus of control

According to advanced learner’s dictionary, locus means “exact place of”. Locus of control then means the exact place of control. Attribution theory stresses that the causes that people especially parents ascribe success and failure to are important determinants of their adolescents’ achievement

behaviour. Closely linked to the way parents view the achievement of their adolescents is the parents' sense of personal responsibility. Parents who believe that their adolescents are in control of their world that these adolescents can achieve academically if they choose have an internal locus of control. Parents who perceive that others have more control over their adolescent children academic achievement such as teachers' ability and luck have external locus of control (McCombs 2007).

McCombs (2007) also suggested that what underlie the internal locus of control is the concept of "self as agents". This means that people's thoughts control their actions and that when they realize this executive function of thinking they can positively affect their beliefs, motivation and academic performance. The self as agent can consciously or unconsciously direct, select and regulate the use of all knowledge structures and intellectual processes in support of personal goal, intentions and choices. McCombs (2007) asserts that the degree to which one chooses to be self-determining is a function of one's realization of the source of agency and personal control". In other words, one can say to herself. "I choose to direct my thoughts energies towards accomplishment". "I choose not to be daunted by my anxieties or feeling of inadequacy".

Anameze (1996) has also examined people's system of apportioning blames as what he described as locus of responsibility and posited two groups of responsibilities- high internal locus of responsibility and external locus of responsibility. According to Anameze (1996) internal locus of responsibility individuals tend to attribute success or failure to a person's competence or inadequacies whereas external locus of responsibility individuals believe that

environment factor other than individual attributes are responsible for success or failure of the individual.

SantiRock (2012) was of the opinion that the perceived locus of control (internal or external) has important implications on how people can be expected to behave in variety of situations. Parents who are given more to internal locus of control than external Locus of control are generally considered more socially competent. Parents with internal Locus of control seem to process information about their adolescents and environment differently from parents with external locus of control. Phares (2001) has conducted a number of research projects with individuals focusing on the relationship between their locus of control orientation and their use of psychological defenses. In one investigation, externally oriented individuals actually preferred a task with a built-in-reason for failure, while those internally oriented did not. But in general externally oriented individuals tend to be threatened by possible failure but still believe that failure is not their fault.

Weiner (2000) has argued the importance of understanding the attribution parents make about adolescents achievement related matters. In particular, a leading psychologist Mischel (2012) believes that the ability to delay gratification is a key ingredient in evaluating the adolescents' achievement orientation. SantiRock (2012) opined that the entire educational enterprise is built around the belief that an adolescent who puts considerable effort and work into study and school while denying some alluring immediate pleasures increases the likelihood that years in the future, he or she would graduate from college and obtain a better job than the adolescents who give to immediate pleasures and do not delay gratification.

Social-Cultural Influences as Factor of External Locus of Control

Among the most important aspects of the environments that influence adolescents' academic achievement are cultural standard of achievement, parental and peer influence and school/teacher influences.

Social-Cultural Standards of Achievement

Achievement standard vary with respect to culture.

SantiRock (2012) commented that compared to most cultures, United State is very achievement oriented culture. Nigeria according to Adeyegbe (2001) is not as cultural oriented as United State. Achievement standard also depends on status of the family. For instance, achievement standard depends on the social class and family background the adolescent comes from. Middle class and Lower class parents differ in the way they socialize their adolescents in achievement situations. Middle class parent tend to emphasize the future more than the lower class parent do (Strockbeck, 1998). An important part of this orientation toward the future is the ability to delay gratification until a later time rewards will be greater than they are at present. Adolescents from middle class parents are likely to delay gratification than adolescent from lower class parents (Mishel, 2012).

Parental and Peer Influences

Urban based and Rural based parents have different achievement expectations for their adolescent and often socialized them differently in term of achievement orientation. While early studies of achievement motivation suggested that independent training was an important factor, subsequent

research seemed to indicate that parental standard for achievements are even more important than independent training (Crandall and Battle, 2008)

Indeed, the standard against which parents judge the performance of their adolescent seems the key ingredients of achievement. Bandura, (2015) demonstrated that boys and girls who are exposed to model adopt lenient standards. For example parents who reward themselves for mediocre work also tend to adopt lenient standard achievement. By contrast, adolescents who are around model who adopt stringent standards (For example, parents who reward themselves only for high level of achievement) are likely to adopt high standard themselves.

Adolescents, of course, also are exposed to the achievement standards that peer bring to their peer group and achievement standards that teachers and school administrators bring to schools.

Elkind (2008) warned that many adolescents are being hurried to achieve too much soon in their development. With regard to peer influence on achievement two processes seem at work, social comparison and competitiveness. While it has been commonly believe that social comparison and particularly competitiveness enhance achievement motivation. Melgosa (2000) and Uzoezie (2004) also posited that the adolescents social world which begins within their family progresses toward outside world through relationships with friends at school help them to compare themselves in academic achievements. Ames and Ames (2015) suggested that this may not be the case. His argument is that competition may be debilitating because it puts the adolescent in an ego-involved, threatening, self-focused state rather than a task involved, effort or strategy focused state. These debilitating efforts are more clearly seen as negative self-esteem and corresponding low

effort behavior that produce ineffective performance (Ames and Ames 2015). Whether adolescents performing alongside each other, hold similar or dissimilar interpersonal perceptions of ability and worthiness is likely to influence achievement behaviour if one perceives that one's abilities are less than a peer's or may generate self aggrandizement if one perceives that ones abilities are superior to those of peer competitors. Nichols (2006), for example, stresses that such inequalities are a part of academic settings and invariable evolve in competitive circumstances probably because of perceived differences in abilities.

Thus, while cooperative classroom settings are important considerations, particularly in the case of low ability adolescents, and seem intuitively right in reality, they do not always seem to work. Adolescents of high ability may undermine the efforts of teachers to develop cooperative achievement settings. In such circumstances the achievement standards of culture, transmitted through family relationships, are brought to the classroom setting and influence the nature of adolescents' achievement orientation.

School/Teachers Influences

With regard to school/teachers influences on achievement motivation, Umeano (2006) commented that while the nature of effective varies, those schools where adolescents are highly motivated to achieve have similar themes. They concluded that schools likely to be successful at motivating adolescents take serious individual differences in physical, cognitive and social development and reveal deep concern for what is known about adolescents development. Also in effective school that able to motivate

adolescent often, there is a strong sense of caring and commitment on the part of administrators and teachers and principals willing to spend long hours beyond the beginning and end of class hours to come up with ingenious ways to make the school both enjoyable and challenging learning experience.

Academic Achievement:

Anameze (1996) defined academic achievement as a good performance in an examination set at the end of exposure to a school curriculum. According to him academic achievement is an indicator that students learnt and on that educational planners stand a good chance of accomplishing their aims and objectives. For Pradham and Khirwadkar (2012), academic achievement is the degree of attainment a student reaches after being subjected to a period of learning. Kristin (2006) saw academic achievement as the only concrete measure of success in colleges after being subjected to tests and examinations.

Factors Influencing Academic Achievement such as: adolescent academic self concept and academic motivation

Academic achievement is an important indicator of students' adjustment for a number of reasons. First, students with higher level of achievement are more likely to complete secondary school and to attend and complete university education than their peers with lower level of achievement. Second, secondary school test scores predict later success in the job market in terms of higher wages. Finally, lower levels of education and skills are associated with lower levels of economic success, including a greater likelihood of living in poverty and receiving people's assistance (Schnepf, 2006).

It is vital to understand the academic achievement of students because it promotes students' later success in life (Eurydice, 2004). Cookley and Patel (2007) opined that several variables are influencing academic achievement of students, the two that seem to have direct influence on the classroom teacher and their students are academic self concept and academic motivation.

Adolescent Academic Self Concept

Academic self concept comprised a set of attitudes, beliefs and perceptions held by students about their academic skill sets and performances (Cokley, 2003). Academic self-concept according to Cokley 2003 also encompassed a component in which students assessed their academic attitudes and skills in comparison with other students. Marsh (2000) said that academic self concept has been linked strongly to academic achievement. Cokley (2007) considered academic self concept as an important psychological construct because it has been found to be both a cause and an effect of academic achievement. According to him, a higher academic self concept has been associated with greater academic achievement among adolescents. Marsh (2000) in his own contribution said that there was a positive and reciprocal relationship between academic self concept and academic achievement.

Uzoezie (2004) noted that academic self-concept is an image an individual has of oneself as distinguished from others on the degree of success in activities that relate to cognitive development. For Khirwadkar (2012), academic self-concept is the individual's self perception such as the degree of attainment a student reaches after being subjected to a period of learning.

Thus, the way an adolescent perceives him/herself is a function of multiple intervening variables coming from parents, school, peers and assessment procedure (Eke, 2006). Duroajiye (2002) however, observed that the quality and type of parenting influence the way an adolescent perceives him/herself. For instance parents who help their adolescent to adjust to their new mental capacity will have adolescents who meet up with their expectations. Hence, Melgosa (2000) in his role expectation from parents under scored three important areas in which parents must contribute to the adolescent child's proper academic adjustment level in school, especially in improving their academic self concept. Norman (2014) highlighted the following parental roles as basic and vital towards these functions. They include helping the adolescent child to adjust to his/her new mental capacity, helping the child to establish educational goals and helping the child in facing his or her new academic demands. These factors help to foster confidence in the adolescent child and enable him/her to cultivate a better image of academic status. These will also help him/her to meet his/her parental expectations.

Academic Motivation

Various theoretical approaches have been used to define motivation. Academic motivation according to Deci and Ryan (2000) is all those factors which increase or decrease vigour of an individual's academic activity and it is often referred to as effort.

Deci and Ryan (2000) posited that another perspective that appears promising and pertinent for the study of academic achievement is the self determination theory (SDT). According to them, self determination is an

approach to human motivation that highlights the importance of the psychological need for autonomy. Autonomous motivation involves acting with a full sense of volition and choice and it encompasses both intrinsic and extrinsic motivations (Deci, & Ryan 2000). Intrinsic motivation and extrinsic motivation are the two primary types of motivated academic behaviour (Cokley, 2003). Deci and Ryan (2000) again said that intrinsic motivation is the drive to pursue an activity simply for the pleasure or satisfaction derived from it. Vallerand and Ratelle (2002) supporting the view said that intrinsic motivation is the most self determined form of motivation. For instance, students who enjoy doing their homework are intrinsically motivated. They proposed a tripartite taxonomy of intrinsic motivated: intrinsic motivation to know, intrinsic motivation to accomplish and intrinsic motivation to experience stimulation. Intrinsic motivation to know refers to the desire to perform an activity for the enjoyment one receives while exploring, learning and understanding new things. Intrinsic motivation to accomplish refers to the desire to perform an activity for the pleasure and satisfaction that one receives from accomplishing or creating new things. Finally, individuals who participate in the activity for the pleasure and satisfaction derived while experiencing pleasurable intellectual or physical sensations are intrinsically motivated to experience stimulation (Vallerand and Ratelle, 2002).

Summarily, students who are intrinsically motivated are more likely to stay in school, have more enjoyment of academic work and more satisfaction with school, greater conceptual learning and higher self esteem. Specifically intrinsic motivation is related to more positive academic psychological outcome (Deci & Ryan, 2002). On the other hand, adolescents who are more

extrinsically motivated experience greater anxiety and a poorer ability to cope with failures (Deci & Ryan, 2002).

Parental Expectation and Academic Achievement

According to Bradley and Caldwell (2001), expectation refers to the level of expected performance held by key adults and youths. Hart and Risley (2005) posited that adolescents success in school is facilitated when parents clearly stated expectation for adolescent achievement, state specific goals and standard for designed behaviour and achievements, discuss their expectations with adolescents, emphasize adolescent effort when completing tasks and ensure adolescents understand the consequences for not meeting those expectations. There is evidence that parents' involvement in home-based reinforcement systems of positive behaviour and achievement in school enhances adolescents' self esteem and grades (Bernard 2004). Fans & Chen (2001) found that parents who were aware of what their adolescents were studying in school, communicated regularly with teachers and reinforced school work, had adolescents who made greater achievement. Steinberg, Lamborn, Dornbusch and Darling (2009) found that an authoritative parenting style appears to mediate adolescents' academic and social competence through the use of problem solving to discuss school work and everyday events, model of problem solving and negotiation skills and facilitating learning through support and expectations for success.

Academic achievement is positively correlated with realistic, high parental expectations for adolescents' academic achievement (Amato and Ochitree (2006). Entwisle and Alexander (2007) found that parents' estimates of their adolescents' ability had long term effects on achievement. In support

of Entwisle and Alexander and Scott Jones (2008) found that realistic and accurate parental expectations (i.e. those close to the adolescents' actual performance) were associated with adolescents' superior performance on cognitive tasks. Segrner (2003) demonstrated that parents' expectations may have an indirect effect on academic performance through the impact on parent's behaviours such as contact with the school and positive reinforcement of school work and performance. Adolescent personal beliefs and expectations about their achievements are often highly correlated with those held by their parents (Johnson, Brookore & Farrell, 2011).

The degree at which parents hold expectations or how parents communicate their expectations to their adolescents has been found to differ as a function of social strata and parental occupation. Cohen (2002) showed that educated parents tend to influence their adolescents' achievement through stated expectations and modeling, while less educated parents tend to influence adolescents through stated expectations only. There is some evidences for differences in the types of parents expectations as related to school career. Scott-Jones (2008) found that rural parents of low income held high career aspirations for their adolescent children, even when they were in early elementary classes (for example they will like their adolescents to be doctors, lawyers, nurses etc) without knowing the ability of such adolescents while urban parents of high income high achieving adolescents emphasized learning and indicated they wanted their children to achieve their personal career goals.

Parents' expectations are influenced by the reasons parents ascribe for their adolescents achievement in school. In general, the use of effort attribution i.e. (you did well because you tried hard and practiced a lot) to

explain school performance is strongly related to positive achievement outcome (Stevenson and Lee 2009). Stenberg et al (2009) in their study of family based expectations concluded that high parental expectations are necessary but not sufficient conditions for school performance. Expectations for success and negative consequences of failure must be translated into achievement related action.

Empirical Studies

The empirical studies were done on the following areas:-

- i. Relationship between parental expectation and adolescent academic achievements.
- ii. Attribution and locus of control
- iii. The effect of family background on academic achievement.

Relationship between parental expectations and adolescent academic achievement

Catsambits (2006) examined the relationship between parental expectations and adolescents academic achievements in Urbana high school USA. He used 500 students in eighth grade. Pearson correlated co-efficient and mean score were used. He found out that there is a significant relationship between parental expectations and their adolescents' academic achievements. It is in agreement with findings made by Zhan 2007). He concluded that high educational expectations constitute a powerful way through which parents can encourage continuously the educational attainment of their adolescents in high school and beyond.

Yanyan (2010) carried out a study on the reciprocal relationship among parents expectations, adolescent expectation and adolescents' academic achievement. He used longitudinal cross-lagged models. The sample consisted of 1,437 students and their parents. Results indicated that there was a reciprocal relationship between parents' expectations and adolescent expectations (i.e, they had mutual influence on each other).

Moreover, there was a reciprocal relationship between parents' expectation and adolescents' academic achievement. Multiple-group analyses of gender and ethnicity revealed that the effects of parents' expectations on students were stronger among female parents than male parents. With respect to ethnic differences, the effects of parents' expectation on their adolescent academic achievement were weakest among Africans as compared to Americans.

Locus of Control

Alexander (2006) carried out a study on the relationship between Locus of Control and academic performance in English Language among Senior Secondary School Students in Enugu State. Null hypothesis was used stating that there is no significant relationship between locus of control and students performance in English Language. A total of 800 senior secondary two and three students were randomly selected in Enugu and Nsukka Urban schools. Instruments used were SS2 sectional examination and the Nigeria adopted instrument for measuring locus of control. For data analysis Pearson correlation co-efficient and X^2 were used. It was found that there is significant relationship between performances in English and Locus of Control.

In another study Nwabuisi (2003) used (SS 2) students as the population of the study in Nsukka and Enugu Urban. Eight schools were randomly selected from the zones. Two instruments were used for the study. The first instrument is the internal and external locus of control measure originally designed by Crandall (2008) entitled intellectual achievement responsibility questionnaire (1A) for Nigeria use. The second instrument was the students' terminal continuous assessment result. The findings of this study stated that there is no significant relationship between locus of control and academic performance of senior secondary school students in English.

This work confirms Nwabuisi (2003) findings which showed that the more people are externally oriented in attribution the more prone they are to debilitating test anxiety performance. The work also indicates that people who are internally oriented in locus of control is more likely to perform better in academic achievement than externally oriented people. This finding is in accordance with Weiner's (2000). Weiner has shown that achievement striving effective reaction, expectation concerning future outcome are determined in part by students' attribution conclusions concerning their classroom experiences. Masqsud (2008) in Nigeria reached a similar conclusion when he noted that more externally oriented secondary school students tend to underachieve in school. Nwabuisi (2003), Weiner (2000), and Masqsud (2008) then suggest that locus of control can be used to predict academic performance in Nigeria secondary schools. It has been established that adolescents who are internally oriented in locus of control achieve more than adolescents who are externally oriented in locus of control.

Attribution

Attribution theory predicted that parents who attribute their adolescents' failure to lack of effort and success to appropriate effort have adolescents who will persist longer at difficult tasks.

Andrew and Debya (2010) showed that adolescents can learn to modify their achievement attributions and that there are corresponding changes in persistence. Andrews and Debya (2010), made an investigation involving 42 sixth grade boys who were below average in attributing their failure to lack of effort. A training programme was developed for these students. In this programme they were allowed to experience success half of the time. When the students experienced success and attribute it to effort, or when they experience failure and attribute it to lack of effort; and they were rewarded by being told such things as "that is good or very good". If the students attributed success or failure to something besides effort, then no reinforcement was given and the instructor simply went on to next task. The students were trained until they made effort evaluation, 80 percent of the time or 60 trials whichever came first. After this attribution training, they were given block design and anagram tasks, as well as a third unsolvable task. The students who received attribution training were more likely than the control group (the one third who did not get attribution training) to attribute both success and failure to effort and to persist at the unsolvable task.

Ike (2000) carried out a study on the relationship between Grade Expectancy, attributions and performance in biology involving 1269 senior secondary school III students of 1998/1999 session in Awka and Aguata education zones of Anambra State. She found out that student who attributed their successes and failures to efforts and lack of efforts respectively

performed better in Biology than those who attributed their performances to other factors apart from efforts or lack of effort.

Okeke (2005) made another study on parents' attribution on their adolescents' academic achievement. The study involved a sample of 700 parents of SS1 students in the 2002/2003 session in Nnewi Local Government Area of Anambra State. Four research questions and five null hypotheses were formulated to guide the study. The finding of this study showed that there is significant relationship between parental attributions and their adolescents' academic achievement. Parents attributed their adolescents' academic achievement mostly to external factors.

Another study carried out by Kun (2009) on longitudinal effects of Parental Expectation and effort achievement attribution on adolescents academic achievement. He investigated parental educational expectations and how parents from different countries (China & Taiwan) emphasis on interpreting academic achievement of their adolescents.

The result revealed that Chinese parents have high educational expectations for their adolescents. Again those Chinese students are willing to follow the educational expectations held by their parents. Again from the result of the study, expectations and achievement attributions influence long term academic development in Taiwan.

In addition, the study conducted multi level analysis to examine the longitudinal effects of Parents' educational expectation and achievement attribution on adolescents' academic achievement. The result revealed that Parental educational expectations accounted for a moderate amount of variance in the academic achievement of adolescents.

In conclusion Parents educational expectations and effort attributions positively predicted growth in academic achievement.

Natale and Katja (2007) carried out an investigation on Parental causal attributions concerning their children's academic achievement. This research was carried out at University of Jyvaskyla Finland. The population of the study was 178 mothers and 160 fathers. The parents completed a questionnaire concerning their causal attribution (i.e ability, effort, teaching and task difficulty) for their children's general success and failure at school in the middle of their children's high school year. Five research questions were investigated. The result showed that while the children were in junior classes both parents attributed their success to effort and teaching. When the children moved to senior classes, parents increasingly attributed their success to effort and decreasingly to teaching. Academic failure was typically attributed to lack of effort. The result also showed that children's high level of performance was associated with parents' effort attributions for success.

Another study was carried out by Lycon and Shaywitz (2003) on the extent the educational level of parents and children academic skill predict changes in parents' casual attribution during their children transition from primary school to the first grade in Secondary school. The population of the study was 189 children and their parents. The result showed that educated parents attributed their children success and failure to internal causes, (i.e effort and lack of effort). While less educated parents attributes their children success to ability and effort and failure to external causes such as teaching and task difficulty. The result also revealed that when children's performance is at high level, parents attributes their children's success to a stable cause such as

ability, and if their children performance is at low level, parents attribute it to an unstable causes such as effort.

The Effect of Family Background on Academic Achievement

Igwe (2015) found that occupation of mother, occupation of father, academic material possession, number of children, education of mother and father when taken together seem to be effective in predicting the academic achievement of secondary school students who participated in this study. He called the occupation of father and mother, academic material possession, number of children, education of father and mother independent variables.

The general purpose of his study was to examine relationship between measures of family environment and achievement of adolescents. The observed F-ratio of 72.4 was significant at 0.01 levels, indicating that the effectiveness of joint contribution of independent variable in predicting achievement could not have occurred by chance. The magnitude of the relationship between the achievement of pupils and the independent variables is reflected in values of co-efficient of multiple regressions (R) 0.07728 and multiple regression square (R) $2 0.5972$. Thus the result reveals that the independent variables when taken together accounted for 59.72% of the total valiance in the pupil's achievement.

The findings therefore show that the influence of the education of the parents on the academic orientation in the family, aspiration for success, achievement, motivation and support which the adolescent receives affect his or her academic achievement. Therefore, the presence or otherwise of such socio-psychological influences could affect the adolescent's integration with parents and other siblings orientation to life, attitude to school work and press

for success. Similarly, the significance of occupation of father could be explained the standpoint that different occupations require different levels of education, aptitudes and attitudes, which interact in some ways to influence father's interests in education of the children.

The three variables taken together as gross indicator of socio-economic status of the family reveal that the family environment is useful predictor of performance of adolescents. One interesting result in this study is the observation that education and occupation of mother, unlike those of the father did not contribute significantly to prediction of adolescents' academic achievement.

Investigations have also shown that home environment has effect on the academic achievements of children. Nweke (2005) carried out this investigation on primary school pupils in Nsukka education zone. Home environment was correlated with primary school pupils' achievement in social studies. The research revealed that pupils from educated homes with higher socio-economic background perform better in social studies than pupils from illiterate homes with lower socio-economic background.

Finally, Alina (2007) carried out an investigation on parental expectation as a correlate of academic achievement. The population sample was 1500 parents in Australia. Instruments for data collection were questionnaire to parents and the annual examination report of the adolescent children. The data collected were analyzed using mean, standard deviation, t-test and correlational statistics. The result indicated that:- there is a significant relationship between parental expectations and academic achievements of their adolescent children. The adolescent students whose parents have realistic expectation on their academic achievement performed

better than adolescents whose parents have unrealistic expectation on their academic achievement.

Major educational implications emerged from the findings of this study. There is evidence that family and environment of pupils could effectively predict pupil's academic achievement. In the light of this, it is necessary that parents should provide in their homes learning situations which are conducive for effective learning.

Summary of Literature Reviewed

In the review of related literature in this work sub-headings were discussed excluding the last sub-heading which was summary of literature reviewed. The review of major concepts in the study revealed that parents have high expectations of the academic achievement of their adolescent children (Bernard 2004, Fans and Chen 2001, Amato and Ochitree 2006, Entwisle and Alexander 2007) parents also make causal attributions of the successes and failures of their adolescent children to internal and external factors. (Weiner 2000, Omrod 2008 and Wade and Tarris 2003)

In the section on relationship between parental expectations and adolescent academic achievement, literature showed that there is a significant relationship between parental expectations and adolescents' academic achievement (Catsambits 2007, Yan Yan 2010).

The section on theoretical framework highlighted related theories underlying this current study which have implication on the attributions parents make. Related theories of Heider, Harold Kelley and Bernard Weiner attempt to outline the process people use to interpret other people's behaviour and

understand why they behave as they do. How parents expect and interpret the causes behind their child academic outcome lays the foundation for the ways in which they guide and tutor their children at home. And parents child related expectations and attributions affect their children academically (Kin Law and Goldman, 2001 and Miller 2005). However, there is hardly any study on parental expectations, attributions and academic achievement of their adolescents in South East of Nigeria. As it stands Wade and Travis (2003) observed that expectations and attributions whether accurate or not have consequences for emotions and actions for daily human relations. Therefore, this study set out to investigate parental expectations, attributions and academic achievement of their adolescent children in South East of Nigeria.

CHAPTER THREE

METHOD

This chapter was discussed under the following subheadings:

Design of the study, Area of the study, Population of the study, Sample and sampling techniques, Instrument for data collection, Validation of the instrument, Reliability of the instrument, Method of data collection and Method of data analysis.

Design of Study

The design of this study was correlational design, seeking to establish the relationship between parental expectations, attributions and their adolescents' academic achievements. The design was survey design because it sought to investigate a phenomenon in its natural form and pattern without any interference or manipulations of dependent and independent variables.

The correlation survey design was adopted in line with the definition by Nworgu (2006) who stated that survey research is one in which a group of people or items is studied by collecting and analyzing data from only a few people or items considered to be a representative group of the entire population. The opinion or judgment of the adolescent parents was solicited in this work.

Area of the Study

This study was carried out in South-East of Nigeria. The South East is made up of five states namely; Abia, Anambra, Ebonyi, Enugu and Imo states. South-East is reputed to be one of the geo-political zones where citizens emphasize educational achievements. So it is expected that parents

would take specific steps to ensure that they have realistic expectations and make effort attribution to help their children achieve optimally.

Population of the Study

The population for this study comprised parents of SS1 students of twenty-eight government-owned secondary school in Abia and Anambra States. The population size was Three Thousand Seven Hundred and Thirty eight (3738) parents of adolescents, One Thousand Six Hundred and Twenty one (1621) male and Two Thousand One Hundred and Seventeen (2117) female from the two states. The parents of SS1 students were used because these students are adolescents in the age bracket of thirteen to eighteen years and they have taken one external Examination that is Basic Education Certificate Examination (BECE). Their results in 2011/2012 session were used. The identified parents were found in all works of life.

Sample and Sampling Technique

The sample size of the study consisted of 1597 parents of SS1 students of senior secondary school in south- East. The procedure used in choosing the sample size was simple sampling procedure. First, simple random sampling technique was used to select two out of five states that make up south –East. The states selected were Abia and Anambra. Secondly, by simple random sampling technique two out of six education zones were selected from Anambra and two out of four education zone were selected from Abia. The educations zones selected were Aguata, Nnewi, Aba and Umuahia. Thirdly, by simple random sampling, 14 schools were selected from each state making it 28 schools in all. Parents of SS 1 students of these schools were used.

(See appendix for the schools used.)

Instrument for Data Collection

This work made use of two categories of structured questionnaires developed by the researcher for parents of adolescents. One of the questionnaires Parental Expectations and Academic Achievement of Adolescent (PEAAAA) containing 12 items sought the expectations of the parents on their adolescents' academic achievement while the other type Parental Attributions and Academic Achievement of Adolescent (PAAAAA) containing 13 items was on parental attributions on their adolescents' academic achievement. Each of the questionnaire types was in two parts. Part 1 elicited personal data of the respondent; part 2 was on parental expectations and attribution respectively on their adolescents' academic achievements. Each of the questionnaires was designed in 4 points rating scales thus:

Strongly Agree (SA)	4 points
Agree (A)	3 points
Disagree (D)	2 points
Strongly Disagree (SD)	1 point.

The expectation and attribution questionnaires were given to the parents before the Basic Education Certificate examination (BECE) to note what they expect from their adolescents' academic achievement and also the area they attribute the academic achievement of their adolescents. Parents were expected to indicate the degree of their agreement or disagreement with the item statement.

Validation

The questionnaires Parental Expectations and Academic Achievement of Adolescent (PEAAAA) and Parental Attributions and Academic

Achievement of Adolescent (PAAAAA) were validated and corrected by three lecturers in Faculty of Education (Nnamdi Azikiwe University). Two of the lecturers were from educational psychology and the other in guidance and counseling. They were given the purpose of the study to serve as guide. These lecturers studied and evaluated the content coverage, the language clarity and relevance of the items to the study. After the scrutiny, criticism and corrections by the lecturers, the final draft with twenty-five items was used.

Reliability of the Instrument

In order to determine the reliability of the instrument, a trial test was conducted using 50 parents of SSI students in Imo State, a state different from the area of study. The internal consistency and reliability of the instrument was computed using the cronbach Alpha α method. The choice of this method was based on its stability to measure internal consistency. The reliability coefficient α was 0.79. The interpretation of the reliability was high. The instrument was therefore reliable.

Method of Data Collection

Administrations of the questionnaire to the parents of SSI students were given to students to give to their parents. To ensure the return of the questionnaire, teachers and school counselors were used to persuade adolescents to return the completed questionnaire for the researcher. Some parents whose wards were boarders were given their own questionnaire to fill during Parents Teachers Association (PTA) meetings and were collected on

the spot. Then BECE final results of the adolescents were collected from state education commission of each state.

Method of Data Analysis

Research questions 1, 2 and 3 were answered using mean scores. The research 4, was answered using Pearson product moment correlation co-efficient method. Pearson Product Moment Correlation co-efficient method were used because it is statistical technique for establishing the extent of relationship or association between two variables. Nworgu (2006) is of the view that when changes in one variable are associated with changes in another variable, the two variables are said to be related, dependent or correlated.

Furthermore, null hypothesis in 1 and 2 were tested using Pearson product moment correlation co-efficient method while null hypothesis 3 and 4 were tested using mean scores.

CHAPTER FOUR

METHOD OF DATA PRESENTATION AND ANALYSIS

In this chapter, the data collected from the field were analyzed and the summaries were presented in Tables to highlight the findings. The presentation was done sequentially, starting with the answers to the research questions and then the testing of hypotheses.

Research Questions 1: What is the relationship between Parental Expectations and Academic Achievement of Adolescents in (BECE)?

Table 1: Pearson product moment correlation coefficient on Parents' Expectations and Academic Achievement of their Adolescents.

	Variable	Parental expectation	Eng	Maths
1.	Parental expectation	-		
2.	English Language	.417	-	
3.	Mathematics	.364	.652	-

As shown by the correlation matrix in table 1, the correlation between Parental Expectations and English Language Achievement was $r.417$ while the correlation between expectations and achievement in Mathematics was $.364$. This shows that there was positive relationship between parental expectations and academic achievement of their adolescent children

Research Question 2

What is the relationship between parental causal attributions and academic achievement of adolescents in BECE?

Table 2: Pearson Product Moment Correlation coefficient on Parents' Attributions and Academic Achievement of their Adolescents.

	Variable	Pal Att . inter	Pal Att. external	Eng	Maths
1.	Parental Attributions: Internal	-			
2.	Parental Attributions: External	.017	-		
3.	English Language	.449	.014	-	
4.	Mathematics	.339	.021	.652	-

Table 2 showed a Pearson's correlation coefficient of $r=.449$ and $r=.339$ between internal parental casual attributions for their adolescents' academic achievement and their adolescents' academic achievement in English language and Mathematics.

This showed a low positive relationship between internal causal attributions and academic achievement. In terms of external causal attributions, the correlation coefficient (r) was $.014$ for English Language and $.021$ for Mathematics. This relationship may be described as very low.

Research Questions 3: Is gender of parents a factor in the relationship between parental expectations, attributions and academic achievements of their adolescents' children?

Table 3: Z Test on the Parents Expectation based on the Gender of Parents.

Variable	Sex	N	Mean	Std. Dev.	DF	Z.cal	Z. crit
Parental	Male	676	39.46	4.68		1.49	1.96
Expectation	Female	921	39.09	5.08	1595		

In Table 3 it was discovered that the calculated z-value (1.49) was less than the critical z-value (1.96). This is an indication that male and female parents do not differ significantly on their academic expectations for their adolescent children. The mean value for male parents (mean = 39.46) do not differ significantly from that of female parents (mean = 39.09). Therefore, the null hypothesis was upheld.

Research Question 4: Does parental level of education influence the relationship between parental expectations, attributions and academic achievement of adolescent children?

Table 4: Z-test on Parents Expectations on the Academic Achievement of their Adolescent Children based on the Level of Education.

	Educational level	N	Mean	STD Dev	DF.	Z-cal	P.Value
Parental Expectation:	Low Education	940	19.06	2.56		-.63	.532
	High Education	657	19.14	2.60	1595		

In table 4, parents of low education and those of high education do not differ significantly on the expectations they have on the academic achievement of their adolescents as calculated z-value (-.63) was less than critical z-value (1.96).

Table 5: Z-test on Parents Attributions on the Academic Achievement of their Adolescent Children based on the Level of Education.

	Educational level	N	Mean	STD Dev	DF.	Z-cal	P.Value
Parental Attribution:	Low Education	940	19.06	2.56		-63	.532
Internal:	High Education	657	19.14	2.60	1595		
Parental Attribution:	Low Education	940	19.81	2.63			
External:	High Education	657	20.39	2.38		4.52	.000

In table 5, parents of low education and those of high education do not differ significantly on the internal causal attributions they make for the academic achievement of their adolescents as calculated z-value (-.63) was less than critical z-value (1.96), but they were found to differ in terms of external causal attributions for the academic achievement of their adolescent children.

Hypothesis 1

There will be significant relationship between parental expectations and academic achievement of their adolescents in BECE.

Table 6: Pearson Product Movement correlation coefficient on Parental Expectation and academic achievement of their Adolescents.

	Variable	Parental expectation	Eng	Maths
1.	Parental Expectations	-		
2.	English Language	.417*	-	
3.	Mathematics	.364*	.652	.

From Table 6, there was a significant positive correlation between parental expectations for the academic achievement of their adolescents in English Language ($r=.417$) and mathematics ($r=.364$). Therefore the null hypothesis was rejected.

Hypothesis 2

There will be no significant relationship between parental attributions and academic achievement of their adolescents in BECE.

Table 7: Pearson Product Moment correlation coefficient on Parental attributions and academic achievement of their adolescents.

	Variable	Pal Att internal	Pal Att external	Eng	Maths
1.	Parental Attribution: Internal	-			-
2.	Parental Attribution: External	.017	-		
3.	English Language	.449*	.014	-	
3.	Mathematics	.339	.021	.652	-

As shown in Table 7, there was a significant relationship between internal causal attributions for academic achievement and adolescents' academic achievement in English Language ($r = .449$) and Mathematics ($r = .339$). There was also a positive relationship between external causal attribution of parents for academic achievement and adolescents' academic achievement in English Language and Mathematics. Therefore the null hypothesis was rejected.

Hypothesis 3

The correlation between parental expectations and academic achievement of their adolescents in BECE will not differ significantly due to their gender.

Table 8: Z-test On Male and Female Parents Expectations on academic achievements of their adolescents.

	Variable	Male Parents (n=679)				Female Parents (n=921)				Z.cal	Z-crit	Decision
		Pal exp	Eng	Maths	Zr	Pal exp	Eng	Maths	Zr			
1.	Parental Expectation	-										
2.	English Language	.432	-	-	0.462	.404	-		.428	.669	.50	NS
3.	Mathematics	.371	.648	-	.389	.360	.657	-	.377	.249	.80	NS

In Table 8, the size of the correlation between Parental expectations and academic achievement of their adolescents both in BECE English and Mathematics was not significantly different among male and Female Parents as the calculated Z values (.669 & .249) were all less than the critical z value of (1.96). Therefore the null hypothesis was not rejected.

Hypothesis 6

The correlation between parental attributions and academic achievement of their adolescents in BECE will not differ significantly due to their level of education.

Table 9: Z-Test Analysis on Parental Internal Attribution on academic achievement of their adolescents in BECE from Parents of Low and high educational levels.

	Variable	Parents with Low Education (n= 940)				Parents with high Education (n=657)				Z.c al	Z- crit	Decision
		Pal. Att.	Eng .	Maths	Zr	Pal Att	Eng	Maths	Zr			
1.	Parental Attribution: Internal	-										
2.	English Language	.438	-	-	.47 1	467	-	-	.506	.686	1.96	NS
3.	Mathematics	.327	-	-	.34 1	351	-	-	.367	.510	1.90	NS

As indicated in Table 9 above, the calculated Z-values (.686 & .510) were all less than the critical Z-value (1.96). This showed that the correlation between parental internal attributions for academic achievement and adolescents' academic achievement in English Language and Mathematics were not significantly different from parents with low education and those with high education.

Table 10: Z-test on Parental External Attributions on academic achievement of their adolescents in BECE from parents of Low and high educational levels.

	Variable	Parents with Low Education (n= 940)				Parents with high Education (n=657)				Z.cal	Z-crit	Decision
		Pal Att ext	Eng.	Maths	Zr	Pal Att ext	Eng	maths	Zr			
1.	Parental Attribution: External											
2.	English Language	.006	-	-	.006	.018	-	-	.018	.29	1.96	NS
3.	Mathematics	.026	-	-	.026	.014	-	-	.014	.24	1.96	NS

Table 10 showed that the size of the correlation between parental external attributions of the academic achievement of their adolescents and their adolescents' actual academic achievement in BECE English Language and Mathematics were not significantly different. In the sample parents with low education and those with high education as the calculated z-values (-.29 & .24) were less than the critical z-value of 1.96. The null hypothesis was therefore not rejected.

Summary of Findings

The findings of the study from the research questions and hypotheses are summarized as follows:

- (1) There is positive relationship between parental expectations and academic achievement of their adolescents in the Basic Education Certificate Examination (BECE).
- (2) There is a significant relationship between parents' causal attributions (internal and external) on the academic achievement of their adolescents in Basic Education Certificate Examination (BECE).
- (3) Despite the fact that the correlation coefficient of male and female parents differ in the expectations on the academic achievement of their adolescents the mean showed that the difference is not significant.
- (4) Parents do not differ in their expectations of the academic achievement of their adolescents based on their level of education.
- (5) Parents causal attributions on the academic achievement of their adolescents differ based on their educational levels.

CHAPTER FIVE

DISCUSSIONS, IMPLICATIONS CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the discussion and interpretation of results presented in the previous chapter. The discussion was presented based on the following.

Discussion of Findings

- a. Parental expectations of their adolescents' academic achievement.
- b. The extent of relationship between parental expectations and their adolescents' academic achievement.
- c. Parental attributions of successes and failures of their adolescent children's academic achievement in BECE.
- d. The extent of relationship between parental attributions and academic achievement of their adolescent children.

Parental Expectations of their Adolescents' Academic Achievement

The findings of the study show that parents have high expectations of their adolescents' academic achievement because the mean score on parental expectations was 39.25 out of 48 which was the maximum score. This present findings agreed with what Gardner (2007) observed earlier. He believed that parents have high expectations for their adolescents' academic achievements. Also Kellagham (2009) in his study found out that parents have high educational expectations for their adolescent children and communicate same to these adolescent children in their remarks to them.

The findings on the extent of relationship between parental expectations and academic achievement of their adolescents revealed that there is positive relationship between parental expectations and academic achievement of their adolescents. This present finding is in agreement with the early findings of Hart and Risley (2005), which said that adolescents' success in school is facilitated by parents' realistic expectations for the adolescents' academic achievement. In the same vein, the present findings is in agreement with the study of Scolt Jones (2008) which revealed that realistic and accurate parental expectations were associated with adolescents' superior performance on cognitive tasks. The present study is also in agreement with the study of Stenberg (2009) which said that parental expectations are necessary conditions for school performance. Evidence of consonance between this study and earlier studies abound in the works of Aldous (2006) Goldenberg (2009) and Goyett and Xiel (2001) that parents expectations did enhance actual performance of students. Also there exist a link between parental expectations and actual performance of the students. The findings of Catsambit (2006), Zhan (2007) and Yanyan (2010) which revealed that there was a reciprocal relationship between parents' expectations and adolescents' academic achievement was in accordance with the present findings

Contrary to the above studies, this present finding is not in agreement with the findings of Johnson and Ransom (2004) which said that parents revealed that their expectations for their adolescents' academic achievement and actual achievement of their adolescents vary widely and the variation is in the negative.

The result from this study also revealed that relationship exists between expectations of parents of their adolescents' academic achievement due to gender. It was discovered that there was significant difference in the mean scores of the male and female parents in their expectations of the academic achievement of their adolescents. This present finding is in agreement with the finding of Johnson and Ranson (2004) which stated that male and female parents vary in their expectations of their adolescents' academic achievement. In the same vein Yanyan (2010) revealed that parents' expectations on students' academic achievement were stronger among female parents than male parents.

Parental Attribution of the Academic Achievement of their Adolescents in BECE

Findings from this study show that parents attribute the academic achievement of their adolescent to internal and external factors. This present finding is in support of the study carried out by Wade and Tavris (2003), Graham and Weiner (2001), Martal and Mee (2001) which said that parents tend to choose attributions that favour them and debating those that do not favour them to external factors such as task difficulty and luck. In the same vine, the result from this study revealed that there is significant difference on the attributions parents make on the academic achievement of their adolescent due to level of education. Parent with high level of education attribute their adolescents' academic achievement to internal factors unlike the parents with low level of education who attribute their adolescents' academic achievement to external factors. This finding is in support of earlier study carried out by Ratty, Kasanen and Kaikkainen (2006) Lycon &

Shaytz (2003) which said that highly-educated parents attribute their adolescents' successes and failures more to effort and ability than low educated parents who attribute the successes and failures of their adolescents to teacher's competence and luck. The present study is in support of the study carried out by Kun (2009) which said that parents' achievement attributions influence long term academic development in Taiwan. The study is also in support of the study of Natale and Katja (2007) which said that parents attributed the academic performance of their children to task difficulty, teacher's competence, ability and effort. However the present study is not in support of the earlier study carried out by Okeke (2005) which said that parents attribute the academic achievement of their adolescents mostly to luck.

The extent of relationship between parental attributions and academic achievement of their adolescent children.

The present study revealed that there is significant relationship between parental attributions and the academic achievement of their adolescents. This is in support with the findings of Herbert (2004); and Mille (2005) who said that parents' child-related causal attributions affect their children academic achievement. Evidence of consonance between this study and earlier studies abound in the work of Stevenson and Lee (2009) which said that the use of effort attribution is strongly related to positive achievement out come.

Conclusion of the study:

From the findings of this study the following conclusions could safely be made:-

- i. Parents have high expectations for their adolescents' academic achievement.
- ii. Parents attribute their adolescents' academic achievement to internal and external factors.
- iii. There is significant relationship between parental expectations and adolescent academic achievement.
- iv. There is a significant relationship between parental attributions and adolescent academic achievement.
- v. There is significant difference in the mean scores of male and female parents on their expectations of their adolescents' academic achievement.
- vi. There is significant difference in the mean scores of the parents on their attributions of the academic achievements of their adolescents based on their educational levels.

The implications of the study

The findings of this study have obvious educational implications for the parents, students, teachers and the government. From the study parents will know the implications of their actions which is probably detrimental to their adolescents success, for instance, when they attribute their adolescents' failure to external factors such as luck, teachers' favouritism or partiality, etc, instead of effort, then the likelihood of not encouraging these adolescents to

put in needed effort to succeed will be there. However, as they learn to look inwards to find reasons for their adolescents' failures, then they will realize the need to encourage them to put in more effort. Again when the adolescent do not appear to be performing up to parental expectations, it is important for parents to reassess their expectations and make sure that they are realistic.

The implication of the study to the teacher is that it enables them to know how best to treat all student equally so that the accusation of showing favouritism to some students will not be there. Again teachers should know how best to address students who did not perform well in examinations, tests and assignments. Some teachers could damage students' psychological feelings by calling them names such as hopeless, idiots, blockheads etc. This study will also reveal to them the damaging effect of what they say to students during evaluation.

To eliminate some of the external factors in the school that parents attribute low academic achievements of their children to, government should try to provide these facilities and instructional materials so as to make school environment more conducive for learning.

Recommendations

1. Parents should encourage their adolescent children to work hard in examinations and test in order to meet up with their expectations. They should emphasize to their adolescents that self actualization can only be achieved through hard work.
2. Parents should be attributing the success or failure of their adolescents to internal factors rather than external factors because internal attributions help them to encourage their adolescents to put more effort in their academic work.
3. Parents should also provide conducive environment for a child to develop internal locus of control rather than external locus of control right from childhood. For instance the child should be made to understand that if he/she fails, then he/she has not worked hard. Parents should not encourage their children when they accuse their teachers of hating them.
4. Teachers should help weak students to improve by encouraging them to put in more effort, as well as understanding their inadequacies.
5. The government should provide the schools with adequate facilities and learning materials and make school environment more conducive for learning, thereby making teaching and learning effective.

Limitations of the Study

The researcher met some limitations in the study. Among these limitations are:

- Some parents were unwilling to fill the questionnaires especially the less educated ones.
- Again, the non-availability of related literature in parental expectation and attributions with Nigeria background was a problem to the researcher, but the researcher made do with the available ones. In spite of the above limitations, the findings of this study are still very relevant.

Suggestions for Further Studies

The finding from this study has generated some areas for further research, which are: to

1. Conduct similar study using parents of primary school pupils as the sample population.
2. Ascertain how parents' socio-economic and socio-cultural background affects their expectations and attributions to their children's academic achievement.
3. Investigate why parents always attribute failures to external factors.

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APPENDIX 1

Questionnaire on Parental Expectations on their Adolescents Academic Achievement.

Dear Sir/Madam,

The researcher is a post –graduate students of department of Educational Foundation in Nnamdi Azikiwe University Awka. She is conducting a research on parental expectations on their adolescents’ academic achievements. This questionnaire is intended to find out the expectations you have for your adolescent child school achievement

Yours faithfully,

Post-graduate student.

Instruction:

Tick (✓) where applicable within possible answers.

Part 1 Personal Data

Name:

Gender: - Male () Female ()

Educational level, category: FSLC-OND() First Degree and above ()

Part 1

Instruction: Tick (✓) where applicable within the possible answers of

S A = Strongly Agree

A = Agree

D = Disagree

S D = Strongly Disagree

Parental Expectation

S/N	ITEM	SA	A	D	SD
1.	As a parent you expect your adolescent child to perform well in his/her JSS III examination				
2.	You expect your adolescent child will put in his/her best in JSS III examination				
3.	Your adolescent child has been doing well in other school activities and you expect him to perform well in his/her JSS III examination				
4.	You expect your adolescent child to study hard for his/her JSS III examination.				
5.	Your expectation is that your adolescent child will surmount his/her weakness in the JSS III examination.				

6.	Your expectation is that your adolescent child will perform well in order to please you.				
7.	You communicate your high expectations to your adolescent child and expect him to perform well to reach your expectations.				
8.	Your expectation is that your adolescent child will perform well in his/her JSS III examination and register for SSS class.				
9.	You are not interested in whether your adolescent child does well or not in his/her JSS III examination				
10.	You expect your adolescent child to fail in his/her JSS III examination because he is lazy with his study.				
11.	You expect your adolescent child to repeat JSS III to teach him/her bitter lesson to study harder				
12.	Your expectation is that your adolescent child will not do well in his/her JSS III examination to discourage him from furthering his education.				

Questionnaire on Parental Attributions on Their Adolescents Academic Achievement.

Dear Sir/Madam,

This questionnaire is intended to find out the attributions you give to your adolescents' school performance.

Thanks.

Yours faithfully,

Postgraduate Student.

Instruction:

Tick (√) where applicable within possible answers.

Part 1 Personal Data

Name:

Gender:- Male () Female

Location:- Rural () Urban

Educational Level

FSLC (OND) ()

First Degree and Above ()

Part 2

Instruction:

Tick (✓) where applicable within the possible answers of

S A = Strongly Agree

A = Agree

D = Disagree

S D = Strongly Disagree

Parental Attribution

S/N	ITEM	SA	A	D	SD
	My adolescent performance in BECE can be attributed to the following				
1.	His / her innate ability				
2.	His /her life ambition				
3.	The quality of effort he/she put in his /her studies				
4.	His /her high grade expectation				
5.	He/ she studied hard				
6.	His/her obedience to his/her form master's advice				
7.	On luck				
8.	The quality of the effort put.				
9.	The quality of his / her school teachers.				
10	Availability of the instructional materials.				
11	Good infra-structural facilities in the school.				
12	Easy questions.				
13	Principal's encouragement / lack of encouragement.				

APPENDIX II
NAMES OF SCHOOLS FROM ABIA STATE
(ABA AND UMUAHIA ZONES)

1. National High School Aba
2. Sacred Heart college Aba
3. Girls Secondary Comm. School Aba
4. Ohabiam Girls Sec. School Aba
5. Umugbai Sec. school Aba
6. St. Joseph's College Aba
7. Iheorji Sec. School Aba
8. Nneato Sec. School
9. Isuochi Sec. School
10. Lokpanta Sec. School
11. Umuaku Sec. School
12. Ngodo Girls Sec. School
13. Umuechieze Comp. Sec. School
14. Leru Comm. Sec. School Umuchiezi

SCHOOLS FROM ANAMBRA (NNEWI & AGUATA ZONES)

1. Nnewi High School
2. Maria Regina Comprehensive Sec. School Nnewi
3. Anglican Girls Secondary School Nnewi
4. Technical College Ichi
5. Okongwu Memorial Sec. School Nnewi
6. Nnewichi Comm. Sec. School Nnewi
7. Girls Secondary School Oraifite
8. Nanka Comm. School Nanka
9. Nanka Comprehensive Sec. School
10. Ekwuluobia Girls Sec. School
11. Community Sec. School Oko
12. Aguata High School
13. Community Sec. School Isuofia

APPENDIX III
BECE RESULT
ANAMBRA STATE MINISTRY OF EDUCATION
EXAMINATIONS DEVELOPMENT CENTRE, AKWA
RESULT FOR BASIC EDUCATION CERTIFICATE EXAMINATION (BECE) 2012

Subjects													Status		
English Studies	Mathematics	Basic Science	Basic Technology	Social Studies	Igbo Language	French Language	Bus. Studies	Agricultural Science	Home Economics	Civic Education	Computer Education	Rel. Knowledge	Physical Health Edu.	Cultural & Creative Arts	
P	P	P		P	P		P	P	P		P	P	P		PASSED
P	P	P		P	P		P	P	P		P	P	P		PASSED
P	P	P		P	P		P	P	P		P	P	P		PASSED
P	P	F		P	P		F	P	P		P	F	P		PASSED
P	P	P		P	P		P	P	P		P	P	P		PASSED
P	P	P		P	P		P	P	P		P	P	P		PASSED
P	P	P		P	F		P	F	P		P	F	P		PASSED
P	P	F		P	F		P	F	P		P	F	F		PASSED
P	P	P		C	C		P	P	P		P	P	P		PASSED
P	C	P		C	P		P	C	P		P	P	P		PASSED
P	P	P		P	P		P	P	P		P	P	P		PASSED
P	P	P		P	P		P	P	P		P	P	P		PASSED
P	P	P		P	P		P	P	P		P	P	F		PASSED
C	P	P		C	C		P	P	C		P	P	P		PASSED
C	P	P		C	C		P	P	P		P	P	P		PASSED
P	P	P		C	C		P	P	P		P	C	P		PASSED
P	P	P		P	P		P	P	P		P	F	F		PASSED
P	P	P		P	P		P	P	P		P	P	P		PASSED
C	P	P		C	C		P	P	P		P	P	P		PASSED
P	P	P		P	P		P	P	P		P	P	P		PASSED

Subjects													Status		
English Studies	Mathematics	Basic Science	Basic Technology	Social Studies	Igbo Language	French Language	Bus. Studies	Agricultural Science	Home Economics	Civic Education	Computer Education	Rel. Knowledge	Physical Health Edu.	Cultural & Creative Arts	
C	C	C		C	C		C	C	C		P	P	C		PASSED
C	P	P		P	P		C	P	P		P	P	P		PASSED
P	P	P		P	P		P	P	P		P	P	P		PASSED
P	C	P		P	C		P	P	P		P	P	P		PASSED
F	P	P		P	P		P	P	P		P	P	P		FAILED
C	C	P		C	P		C	C	P		P	P	P		PASSED
C	C	P		C	C		C	P	C		P	C	P		PASSED
P	P	P		P	P		P	P	P		P	P	P		PASSED
P	P	P		P	P		P	P	P		P	P	P		PASSED
P	P	P		P	P		P	P	P		P	P	P		PASSED
C	P	P		C	C		P	P	C		P	P	P		PASSED
P	P	P		P	P		P	P	P		P	C	P		PASSED
C	P	P		C	C		C	C	P		P	P	P		PASSED
C	P	P		C	C		P	C	C		P	P	P		PASSED
P	P	P		P	F		P	F	P		P	P	P		PASSED
C	C	C		C	C		C	C	C		C	P	C		PASSED
C	C	C		C	C		P	C	C		C	P	P		PASSED
P	P	P		P	C		P	P	P		P	P	P		PASSED
P	P	P		P	P		P	P	P		P	P	P		PASSED
P	F	P		P	P		P	P	P		F	P	P		FAILED
P	P	P		P	P		P	P	P		P	P	P		PASSED
P	P	p		P	P		P	F	P		P	F	F		PASSED
C	P	P		P	P		P	P	P		P	P	P		PASSED
P	P	F		P	F		P	F	P		P	F	F		PASSED
P	P	P		P	P		P	P	P		P	P	P		PASSED

Subjects													Status		
English Studies	Mathematics	Basic Science	Basic Technology	Social Studies	Igbo Language	French Language	Bus. Studies	Agricultural Science	Home Economics	Civic Education	Computer Education	Rel. Knowledge	Physical Health Edu.	Cultural & Creative Arts	
P	P	P		P	P		P	P	P		P	P	P		PASSED
P	P	P		P	F		P	F	P		P	P	F		PASSED
P	P	P		P	F		P	F	P		P	F	P		PASSED
P	P	P		P	P		P	P	P		P	P	P		PASSED
P	P	P		P	P		P	P	P		P	F	F		PASSED
P	P	P		P	P		P	P	P		P	P	P		PASSED
C	P	P		C	C		P	P	C		P	P	P		PASSED
P	P	P		P	P		P	P	P		P	P	P		PASSED
C	C	C		C	C		C	C	A		C	C	C		PASSED
C	P	P		C	C		P	P	P		P	P	P		PASSED
P	P	P		P	P		P	P	P		P	P	P		PASSED
C	P	C		C	C		C	C	C		C	P	P		PASSED
P	P	P		P	P		P	P	P		P	P	P		PASSED
P	P	P		P	P		P	P	P		P	P	P		PASSED
P	P	P		P	P		P	P	P		P	P	P		PASSED
C	C	C		C	A		C	C	C		C	A	P		PASSED
P	P	P		C	P		P	P	P		P	P	P		PASSED
C	P	P		C	C		P	P	P		P	P	P		PASSED
P	P	P		P	P		P	P	P		P	P	P		PASSED
P	P	P		P	F		P	P	P		P	F	P		PASSED
C	P	C		C	C		C	C	A		P	P	P		PASSED
P	C	P		P	P		P	P	P		P	P	P		PASSED
P	P	P		P	P		P	P	P		P	C	P		PASSED
P	P	P		P	P		P	P	P		P	P	P		PASSED

Subjects														Status	
English Studies	Mathematics	Basic Science	Basic Technology	Social Studies	Igbo Language	French Language	Bus. Studies	Agricultural Science	Home Economics	Civic Education	Computer Education	Rel. Knowledge	Physical Health Edu.	Cultural & Creative Arts	
P	P	P		P	P		P	P	P		P	P	P		PASSED
P	P	P		P	P		P	P	P		F	P	P		PASSED
P	P	P		C	P		P	P	P		P	P	P		PASSED
C	P	P		C	C		C	P	C		P	P	P		PASSED
P	P	P		P	P		P	P	P		P	P	P		PASSED
P	P	P		P	P		P	P	P		P	P	F		PASSED
C	C	P		C	C		C	C	C		P	C	P		PASSED
C	P	C		C	P		P	P	C		P	C	A		PASSED
C	P	C		C	C		C	C	C		P	C	P		PASSED
C	P	P		P	P		P	P	P		P	F	P		PASSED
P	P	P		P	P		P	P	P		P	P	P		PASSED
P	ABS	ABS		ABS	ABS		ABS	ABS	ABS		ABS	ABS	ABS		INCOMPLETE

Subjects														Status	
English Studies	Mathematics	Basic Science	Basic Technology	Social Studies	Igbo Language	French Language	Bus. Studies	Agricultural Science	Home Economics	Civic Education	Computer Education	Rel. Knowledge	Physical Health Edu.	Cultural & Creative Arts	
P	P	P	P	P	P	C		C	C	C	P	P	P	P	PASSED
P	P	P	P	P	P	P		P	P	P	P	F	P	P	PASSED
P	P	C	C	C	P	P		P	P	C	C	P	P	P	PASSED
ABS	ABS	ABS	ABS	ABS	ABS	P		P	A	C	C	C	P	P	PASSED
P	P	P	ABS	P	P	P		ABS	A	ABS	ABS	ABS	ABS		ABSENT
P	P	P	C	C	P	C		P	ABS	ABS	C	P	P	P	PASSED
C	P	C	P	C	C	C		C	A	C	P	P	C	P	PASSED
P	P	C	C	C	C	C		P	C	C	P	C	C	P	PASSED
P	P	P	P	P	P	P		C	C	C	C	C	C	P	PASSED
P	P	C	P	C	P	P		P	C	C	C	P	P	F	PASSED
C	P	C	P	C	C	P		P	C	P	C	C	P	P	PASSED
P	P	P	P	P	P	P		P	C	C	C	C	C	P	PASSED
C	P	C	A	C	C	C		C	C	P	P	P	P	P	PASSED
P	P	P	P	C	C	P		P	C	P	P	P	P	P	PASSED
C	P	P	P	C	C	P		C	C	C	C	C	C	P	PASSED
P	P	C	P	C	P	P		P	C	P	C	P	P	F	PASSED
C	P	P	P	P	C	P		P	C	A	C	P	P	P	PASSED
P	P	P	P	P	P	P		C	C	C	P	C	P	F	PASSED
P	P	P	P	C	P	C		P	P	C	C	P	C	P	PASSED
P	P	P	P	C	P	C		P	P	P	P	P	P	F	PASSED
P	P	P	P	P	P	C		P	C	C	C	P	P	P	PASSED
P	P	P	P	P	P	C		C	C	P	P	P	P	P	PASSED
P	P	P	P	P	P	P		P	C	P	C	P	P	F	PASSED
C	C	C	C	C	C	P		P	P	P	C	P	P	P	PASSED
C	C	P	C	C	C	C		P	P	P	P	P	P	F	PASSED
C	P	P	P	P	P	C		P	C	C	C	C	C	P	PASSED
P	P	P	P	P	P	C		A	A	C	C	C	C	P	PASSED
P	P	P	P	P	P	C		C	C	P	P	P	P	P	PASSED

P	P	P	P	P	P	P		P	A	C	C	P	P	P	PASSED
P	P	P	P	P	P	P		C	C	P	C	P	P	F	PASSED
P	P	P	P	P	P	P		P	P	P	P	P	P	F	PASSED
P	P	C	P	C	C	C		P	C	P	C	P	P	F	PASSED
P	P	P	P	P	P	P		P	C	P	P	P	P	P	PASSED
P	P	P	P	P	P	C		P	C	C	C	P	P	P	PASSED
C	C	C	C	P	P	C		C	A	P	P	P	P	P	PASSED
P	P	P	P	P	P	P		C	A	P	P	P	P	F	PASSED
P	P	P	P	P	P	C		P	P	C	C	C	P	P	PASSED
P	P	P	P	C	C	P		C	A	P	P	P	P	F	PASSED
P	P	P	P	C	C	P		P	P	P	P	P	P	P	PASSED
P	P	P	P	C	C	P		P	C	ABS	P	P	P	P	PASSED
P	P	P	P	C	P	P		P	P	P	C	P	P	P	PASSED
P	P	P	P	C	P	P		C	C	P	P	P	P	P	PASSED
P	P	P	P	P	P	P		P	C	P	C	P	P	P	PASSED
P	P	P	P	P	P	P		P	C	P	P	P	P	F	PASSED
P	P	P	P	P	P	P		P	P	C	C	P	P	F	PASSED
P	P	P	P	C	P	C		P	C	P	P	P	P	F	PASSED
P	P	P	P	P	C	P		P	C	P	P	C	P	P	PASSED
P	ABS	C	P	P	C	P		P	C	P	P	C	P	P	FALIED

ABIA STATE MINISTRY OF EDUCATION, UMUAHIA
RESULT FOR BASIC EDUCATION CERTIFICATE EXAMINATION (BECE) 2012

Subjects														Status	
English studies	Mathematics	Basic science	Basic technology	Social Studies	Igbo language	French Language	Bus. Studies	Agricultural science	Home Econs.	Civic Education	Computer Education.	Rel. Knowledge	Physical Health Edu.	Cultural & Creative Arts	
P	P	C	C	A	A	P		C	C	P	P	C	C	P	PASSED
P	P	P	P	C	C	P		P	C	P	P	P	P	P	PASSED
P	P	C	P	C	C	P		C	C	C	C	C	P	P	PASSED
P	P	C	C	C	C	C		C	C	C	C	C	C	P	PASSED
P	P	P	P	C	P	P		P	P	P	P	P	P	F	PASSED
P	P	P	P	P	C	P		P	C	C	C	P	P	F	PASSED
C	P	P	P	C	P	P		P	C	C	C	C	P	P	PASSED
P	P	P	P	P	P	P		C	P	P	P	P	P	P	PASSED
C	P	C	P	P	C	P		C	C	C	P	P	C	P	PASSED
P	P	P	P	P	P	P		P	P	P	P	P	P	F	PASSED
P	P	C	C	P	P	P		P	C	P	P	P	P	P	PASSED
P	P	P	C	C	C	C		P	C	P	C	C	P	P	PASSED
P	P	P	P	P	P	P		C	P	P	C	P	P	F	PASSED
P	P	P	P	P	P	P		P	P	P	C	P	P	P	PASSED
P	P	P	P	P	P	P		P	P	C	C	C	C	P	PASSED
P	P	P	C	P	P	P		P	C	C	C	C	P	P	PASSED
P	P	P	P	C	C	P		C	A	C	P	C	C	P	PASSED
C	P	P	P	C	P	P		C	C	C	C	P	P	P	PASSED
P	P	C	P	C	C	C		P	C	C	C	C	P	P	PASSED
P	P	P	P	C	C	P		C	C	C	C	C	C	P	PASSED
P	P	P	P	P	P	P		C	C	C	P	C	C	P	PASSED
P	P	P	P	P	C	P		P	C	C	P	P	P	F	PASSED
ABS	ABS	ABS	ABS	ABS	ABS	ABS		ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABSENT
P	P	C	P	C	P	P		P	C	P	C	C	P	P	PASSED
P	P	P	P	P	P	P		P	P	P	C	C	P	P	PASSED
P	P	P	P	P	P	P		P	C	C	C	P	P	F	PASSED
P	P	P	P	C	C	P		P	C	C	P	P	P	P	PASSED
P	P	C	C	C	C	C		C	A	C	P	P	P	P	PASSED
P	P	P	C	P	P	P		P	C	C	P	C	C	P	PASSED
P	C	C	P	C	C	C		P	C	C	C	C	C	P	PASSED
P	P	P	C	C	P	P		P	C	C	P	P	P	P	PASSED
C	P	C	P	C	C	C		C	A	C	P	C	P	P	PASSED
C	P	C	P	C	C	C		C	C	C	C	C	P	F	PASSED
P	P	P	P	C	C	P		P	C	C	P	P	P	P	PASSED
P	P	C	C	C	C	C		C	A	C	P	P	P	P	PASSED
P	P	P	C	P	P	P		P	C	C	P	C	C	P	PASSED
P	C	C	P	C	C	C		P	C	C	C	C	C	P	PASSED
P	P	P	C	C	P	P		P	C	C	P	P	P	P	PASSED
C	P	C	P	C	C	C		C	A	C	P	C	P	P	PASSED
C	P	C	P	C	C	C		C	A	C	P	C	P	P	PASSED

Subjects															Status
English studies	Mathematics	Basic science	Basic technology	Social Studies	Igbo language	French Language	Bus. Studies	Agricultural science	Home Econs.	Civic Education	Computer Education.	Rel. Knowledge	Physical Health Edu.	Cultural & Creative Arts	
P	P	C	C	C	C	P		P	C	P	P	P	P	P	PASSED
C	P	ABS	C	C	C	C		P	A	C	C	P	P	P	PASSED
P	P	p	P	P	P	P		P	C	C	C	C	C	P	PASSED
P	P	P	P	C	C	C		C	C	C	P	P	C	F	PASSED
P	P	P	P	C	C	P		P	A	C	C	P	P	P	PASSED
P	P	P	P	P	P	P		P	C	C	C	P	P	F	PASSED
P	P	P	P	P	C	C		P	C	P	P	P	P	F	PASSED
P	P	P	P	P	P	P		P	C	P	P	P	P	F	PASSED
P	P	P	P	C	P	P		C	A	C	P	P	P	P	PASSED
P	P	P	P	P	P	P		P	C	P	P	C	P	P	PASSED
P	P	P	P	P	P	P		P	C	P	C	P	P	F	PASSED
P	P	C	P	C	C	C		C	C	C	P	C	P	P	PASSED
C	P	C	P	C	C	P		C	A	C	C	C	C	P	PASSED
C	C	C	P	C	C	C		C	A	C	C	C	C	P	PASSED
P	P	P	P	C	C	C		C	C	C	C	C	P	P	PASSED
P	C	C	C	C	C	P		C	C	C	C	C	C	P	PASSED
P	P	P	P	P	C	P		P	C	C	P	P	C	P	PASSED
C	P	C	P	C	C	P		P	C	C	P	P	P	P	PASSED
P	P	P	P	P	P	P		P	C	P	C	P	P	P	PASSED
C	P	P	P	C	P	P		C	C	C	C	C	P	P	PASSED
P	P	P	P	C	P	P		P	C	C	P	P	P	P	PASSED
P	P	P	P	P	P	P		P	C	C	C	P	P	F	PASSED
P	P	P	P	P	P	P		P	C	P	P	P	P	F	PASSED
P	P	P	P	C	P	P		C	C	C	C	P	P	P	PASSED
P	P	P	P	P	P	C		P	C	P	P	P	P	P	PASSED
P	P	P	P	C	P	P		P	C	C	P	P	P	P	PASSED
C	P	P	P	P	P	P		P	C	C	C	P	P	P	PASSED
P	P	P	P	P	P	P		P	C	C	C	P	P	P	PASSED
P	P	P	P	P	P	P		P	C	P	P	P	P	F	PASSED
P	P	P	P	P	P	P		P	C	C	P	P	P	P	PASSED
P	P	P	P	P	P	P		P	C	C	P	P	P	P	PASSED
P	P	P	P	P	P	P		P	C	C	P	P	P	P	PASSED
P	C	P	P	P	P	P		P	A	P	C	P	P	P	PASSED
P	P	P	P	P	P	P		P	P	P	C	P	P	P	PASSED
P	P	P	P	C	P	P		C	C	P	C	P	P	P	PASSED
P	P	P	P	P	P	P		P	C	P	P	P	P	P	PASSED
P	P	P	P	P	P	P		P	C	C	P	P	C	P	PASSED
P	P	C	P	C	C	P		P	A	C	P	P	P	P	PASSED
C	C	P	P	C	P	P		P	A	P	C	P	P	P	PASSED
P	C	P	P	C	P	P		P	C	C	P	P	P	P	PASSED

P	P	P	P	C	P	P		P	A	P	C	P	P	P	PASSED
P	P	P	P	C	P	P		P	C	C	P	P	P	P	PASSED
P	P	P	P	C	P	P		P	C	P	P	P	P	P	PASSED
P	P	P	P	P	P	P		P	ABS	P	P	P	P	P	PASSED
P	C	C	P	C	P	P		P	C	C	P	P	C	P	PASSED
F	F	F		F		F		F	P	F	F	F	P	P	PASSED
P	P	C	P	C	P	P		P	C	C	C	C	P	P	PASSED
ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABSENT
P	P	P	P	C	P	P		C	A	C	C	P	C	P	PASSED

Subjects															Status
English studies	Mathematics	Basic science	Basic technology	Social Studies	Igbo language	French Language	Bus. Studies	Agricultural science	Home Econs.	Civic Education	Computer Education.	Rel. Knowledge	Physical Health Edu.	Cultural & Creative Arts	
P	P	P	P	P	P	C		C	C	C	P	P	P	P	PASSED
P	P	P	P	P	P	P		P	P	P	P	F	P	P	PASSED
P	P	p	P	P	P	P		P	A	C	C	P	P	P	PASSED
P	P	C	C	C	C	P		P	A	C	C	C	P	P	PASSED
ABS	ABS	ABS	ABS	ABS	ABS	P		P	A	C	C	P	P	P	PASSED
P	P	P	P	P	P	P		P	C	C	C	P	P	F	PASSED
P	P	P	P	P	C	C		P	C	P	P	P	P	F	PASSED
P	P	P	P	P	P	P		P	C	P	P	P	P	F	PASSED
P	P	P	P	C	P	P		C	A	C	P	P	P	P	PASSED
P	P	P	P	P	P	P		P	C	P	P	C	P	P	PASSED
P	P	P	P	P	P	P		P	C	P	C	P	P	F	PASSED
P	P	C	P	C	C	C		C	C	C	P	C	P	P	PASSED
C	P	C	P	C	C	P		C	A	C	C	C	C	P	PASSED
C	C	C	P	C	C	C		C	A	C	C	C	C	P	PASSED
P	P	P	P	C	C	C		C	C	C	C	C	P	P	PASSED
P	C	C	C	C	C	P		C	C	C	C	C	C	P	PASSED
P	P	P	P	P	C	P		P	C	C	P	P	C	P	PASSED
C	P	C	P	C	C	P		P	C	C	P	P	P	P	PASSED
P	P	P	P	P	P	P		P	C	P	C	P	P	P	PASSED
C	P	P	P	C	P	P		C	C	C	C	C	P	P	PASSED
P	P	P	P	C	P	P		P	C	C	P	P	P	P	PASSED
P	P	P	P	P	P	P		P	C	C	C	P	P	F	PASSED
P	P	P	P	P	P	P		P	C	P	P	P	P	F	PASSED
P	P	P	P	C	P	P		C	C	C	C	P	P	P	PASSED
P	P	P	P	P	P	C		P	C	P	P	P	P	P	PASSED
P	P	P	P	C	P	P		P	C	C	P	P	P	P	PASSED
C	P	P	P	P	P	P		P	C	C	C	P	P	P	PASSED

P	P	P	P	P	P	P		P	C	C	C	P	P	P	PASSED
P	P	P	P	P	P	P		P	C	P	P	P	P	F	PASSED
P	P	P	P	P	P	P		P	C	C	P	P	P	P	PASSED
P	P	P	P	P	P	P		P	C	P	C	P	P	P	PASSED
P	C	P	P	P	P	P		P	A	P	C	P	P	P	PASSED
P	P	P	P	P	P	P		P	P	P	C	P	P	P	PASSED
P	P	P	P	C	P	P		C	C	P	C	P	P	P	PASSED
P	P	P	P	P	P	P		P	C	P	P	P	P	P	PASSED
P	P	P	P	P	P	P		P	C	C	P	P	C	P	PASSED
P	P	C	P	C	C	P		P	A	C	P	P	P	P	PASSED
C	C	P	P	C	P	P		P	A	P	C	P	P	P	PASSED
P	C	P	P	C	P	P		P	C	C	P	P	P	P	PASSED
P	P	P	P	C	P	P		P	A	P	C	P	P	P	PASSED
P	P	P	P	C	P	P		P	C	C	P	P	P	P	PASSED
P	P	P	P	P	P	P		P	ABS	P	P	P	P	P	PASSED
P	C	C	P	C	P	P		P	C	C	P	P	C	P	PASSED
F	F	F		F		F		F	P	F	F	F	P	P	PASSED
P	P	C	P	C	P	P		P	C	C	C	C	P	P	PASSED
ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABSENT
P	P	P	P	C	P	P		C	A	C	C	P	C	P	PASSED

Subjects														Status	
English Studies	Mathematics	Basic Science	Basic Technology	Social Studies	Igbo Language	French Language	Bus. Studies	Agricultural Science	Home Economics	Civic Education	Computer Education	Rel. Knowledge	Physical Health Edu.	Cultural & Creative Arts	
P	P	P		P	P		P	P	P		P	P	P		PASSED
P	P	P		P	P		P	P	P		F	P	P		PASSED
P	P	P		C	P		P	P	P		P	P	P		PASSED
C	P	P		C	C		C	P	C		P	P	P		PASSED
P	P	P		P	P		P	P	P		P	P	P		PASSED
P	P	P		P	P		P	P	P		P	P	F		PASSED
C	C	P		C	C		C	C	C		P	C	P		PASSED
C	P	C		C	P		P	P	C		P	C	A		PASSED
C	P	C		C	C		C	C	C		P	C	P		PASSED
C	P	P		P	P		P	P	P		P	F	P		PASSED
P	P	P		P	P		P	P	P		P	P	P		PASSED
P	ABS	ABS		ABS	ABS		ABS	ABS	ABS		ABS	ABS	ABS		INCOMPLETE
C	P	P	P	P	P	C		P	C	C	C	C	C	P	PASSED
P	P	P	P	P	P	C		A	A	C	C	C	C	P	PASSED
P	P	P	P	P	P	C		C	C	P	P	P	P	P	PASSED
P	P	P	P	P	P	P		P	A	C	C	P	P	P	PASSED
P	P	P	P	P	P	P		C	C	P	C	P	P	F	PASSED
P	P	P	P	P	P	P		P	P	P	P	P	P	F	PASSED
P	P	C	P	C	C	C		P	C	P	C	P	P	F	PASSED
P	P	P	P	P	P	P		P	C	P	P	P	P	P	PASSED
P	P	P	P	P	P	C		P	C	C	C	P	P	P	PASSED
C	C	C	C	P	P	C		C	A	P	P	P	P	P	PASSED
P	P	P	P	P	P	P		C	A	P	P	P	P	F	PASSED
P	P	P	P	P	P	C		P	P	C	C	C	P	P	PASSED
P	P	P	P	C	C	P		C	A	P	P	P	P	F	PASSED
P	P	P	P	C	C	P		P	P	P	P	P	P	P	PASSED

APPENDIX II

SPSS OUTPUT

Research Question One

Correlations

		English language	Mathematics	Parental Expectation
		1	.652**	.417**
English language	Pearson correlation		.000	.000
	N	1597	1597	1597
	Sig (2-tailed)	.652**	1	.364**
Mathematics	Pearson correlation	.000		.000
	N	1597	1597	1597
	Sig (2-tailed)	.417**	.364**	1
Parental expectations	Pearson correlation	.000	.000	
	N	1597	1597	1597
	Sig (2-tailed)			

** Correlation is significant at the 0.01 level (2-tailed).

Research Question Two

		English language	Mathematics	Parental Attribution Internal
English language	Pearson correlations	1	.652**	1597
	N	1597	.000	.337
Mathematics	Sig.(2-tailed)	.652**	1	.000
	N	.000		1597
Parental Attribution: Internal	Pearson correlation	1597	1597	1
	Sig. (2tailed)	.449**	.337**	
Parental Attribution: external	N	.000	.000	
	Pearson correlation	1597	1597	1597
	Sig (2-tailed)	.014	.021	.017
	N	.589	.420	.508
		1597	1597	1597

Correlations

		Parental Attributions: External
English language	Pearson correlation	.014
	Sig(2-tailed)	.589
	N	1597
Mathematics	Pearson correlation	.021
	Sig(2-tailed)	.402
	N	1597
Parental Attribution Internal	Pearson correlation	.017
	Sig(2-tailed)	.508
	N	1597
Parental Attribution External	Pearson correlation	.017
	Sig(2-tailed)	.508
	N	1597

**Correlations is significant at the 0.01 level (2-tailed)

Research Question Three

Sex		English language	Mathematic	Parental Expectation	
Male	English language	Pearson correlation	1	.648**	.435**
		Sig(2-tailed)		.000	.000
		N	676	676	676
	Mathematics	Pearson correlation	.678**	1	.371**
		Sig(2-tailed)	.000		.000
		N	676	676	676
	Parental expectation	Pearson correlation	.435**	.371**	1
		Sig(2-tailed)	.000	.000	
		N	676	676	676
Female	English language	Pearson correlation	1	.657**	.404
		Sig(2-tailed)		.000	.000
		N	921	921	921
	Mathematics	Pearson correlation	.657**	1	.360**
		Sig(2-tailed)	.000		.000
		N	921	921	921
	Parental expectation	Pearson correlation	.404**	.360	1
		Sig (2-tailed)	.000	.000	
		N	921	921	921

**Correlation is significant at the 0.01 level (2-tailed)

Research Question 4 and hypothesis

Correlations

Educational qualification		Parental attribution internal	Parental attribution external
Parental Attribution: Internal	Pearson correlation	1	-.034
	Sig(2-tailed)		
	N		.303
	Pearson correlation	.940	
	Sig(2-tailed)	-.034	.940
	N		.303
Parental Attribution: External	Pearson correlation	.940	1
	Sig(2-tailed)		
	N		.303
	Pearson correlation	.940	.940
	Sig(2-tailed)		
	N		.303
Low Education	Pearson correlation	.438**	.006
	Sig(2-tailed)	.000	
	N		.940
	Pearson correlation	.849	
	Sig(2-tailed)	.940	
	N		.327**
English language	Pearson correlation	.000	.026
	Sig(2-tailed)	.940	
	N		.425
	Pearson correlation	.940	.940
	Sig(2-tailed)		
	N		1
Mathematics	Pearson correlation		.085*
	Sig(2-tailed)		
	N		.657
	Pearson correlation	.657	.657
	Sig(2-tailed)		
	N		.657

Parental Attribution: Internal	Sig (2-taile		018
		.467**	
High English		.000	.648
		.657	.657
English language		.351**	
		.000	
Mathematic		.657	

Correlations

Educational Qualification		English language	Mathematics
Parental Attribution: Internal	Pearson correlation	.438	.327
	Sig (2-tailed)	.000	.000
	N	940	940
Parental Attribution: External	Pearson correlation	.006	.026
	Sig (2-tailed)	.849	.425
	N	940	940
English Language	Pearson correlation	1**	.676
	Sig (2-tailed)		.000
	N	940	940
Mathematic	Pearson correlation	.676**	1
	Sig (2-tailed)	.000	
	N	940	940
Parental Attribution: Internal			351*
	Pearson correlation	.467	
	Sig (2-tailed)	.000	.000
	N	657	657
	Pearson correlation		

Parental Attribution: external	Sig (2-tailed)	.648	.716
High Education	N	657	657
	Pearson correlation	.467**	.619
English Language	Sig (2-tailed)	.000	.000
	N		1
	Pearson correlation	.619**	
Mathematics	Sig (2-tailed)	.000	.657
	N	657	

** Correlation is significant at the 0.01 level (2-tailed)

*.correlation is significant at the 0.05 level (2-tailed).

T –Test

Group statistics

Sex	N	Mean	Std. Deviation	Std. Error Mean
Male	676	39.4630	4.68316	.18012
Female	921	39.0912	5.07941	.16737

Independent Sample Test

	Levene's Test For Equality Of Variance		t-test for equality of means	
	F	Sig	t	df
Equal variance assumed	4.413	.036	1.493	1595
Parental Expectation				
Equal variance not assumed			1.512	1515.122

Independent Samples Test

	t-test for equality of means		
	Sig .(12-tailed)	Mean difference	Std. Error Difference
Parental expectation			
Equal variance assumed	.136	.37181	.24896
Equal variance not assumed	.131	.37181	.24588

Independent Sample Test

	t-test for equality of means	
	95% Confidence interval of the difference	
	Lower	Upper
Equal variance assumed Parental Expectation	-.11651	.86013
Equal variance not assumed	-.11049	.85411

T-TEST GROUPS =EDU-Q (12)

/MISSING =ANALYSIS

/VARIABLES =INTERNAL EXTERNAL

/CERTERIA =CI (.95).

T-TEST

Group statistics

Educational Qualifications	N	Mean	Std. Deviation
Low Education Parental attribution: Internal	940	19.0596	2.65142
High Education Parental attribution: Internal	657	19.1416	2.59861
Low Education Parental attribution: Internal	940	20.3851	2.38262
Low Education	657	19.8128	2.63477

Group statistics

Educational qualification		Std. Error Mean
Parental Attribution: Internal	low Education	08354
	High Education	.10138
Parental Attribution: External	Low Education	.07771
	High Education	.10279

Independent samples Test

Parental Attribution: Internal	Equal variances assumed	.062	.804	-626
	Equal variances not assumed	10.806	.001	-624
Parental Attribution: External	Equal variances assumed			4.521
	Equal Variances not assumed			4.441

Independent samples Test

Parental Attribution: Internal	Equal Variances assumed	1595	.532	-08198
	Equal variances not assumed	1398.810	.533	-08198
Parental Attribution: External	Equal variances assumed	1595	.000	-57232
	Equal variances not assumed	1319.130	.000	-57232

Independent samples test

	Equal variances assumed	.13103	.33899	.17504
Parental Attribution: Internal				
	Equal variances not Assumed	.13137	.33968	.17572
	Equal variances assumed	.12659	.32402	.82062
Parental Attribution: External				
	Equal variances not assumed	.12886	.31952	.82512

APPENDIX

COMPARING INDEPENDENT CORRELATIONS MANUAL WORKINGS

Hypothesis 3

Correlations between Parental Expectation and English Language Achievement for Male and Female Parents

Male = r.432 N =676

Female = r.404 N=921

Fisher's transformation

Male

$$Z_r = 1/2 \log_e \left\{ \frac{1+r}{1-r} \right\}$$

$$= 1/2 \log_e \left\{ \frac{1+.432}{1-.432} \right\}$$

$$\frac{1}{2} \log_e \left\{ \frac{1.432}{0.568} \right\}$$

$$\frac{1}{2} \log_e 2.5211 = \ln (2.5211) = 0.9247$$

$$0.5 \times 0.9247 = 0.46235$$

$$Z_{r_1} = 0.46235$$

Female

$$\frac{1}{2} \log_e \left(\frac{1+.404}{1-.404} \right)$$

$$\frac{1.404}{0.596} = 2.3557$$

$$\ln(2.3557) = 0.8568 \times$$

$$0.5 \times 0.8568 = 0.4284$$

$$Z_{r2} = 0.4284$$

Comparing correlations (Two Z_r)

$$Z_{\text{Diff}} = \frac{Z_{r1} - Z_r}{\sqrt{1/N_1 - 3 + 1/N_2 - 3}}$$

$$= \frac{0.46235 - 0.4284}{\sqrt{1/676 - 3 + 1/921 - 3}}$$

$$\frac{0.0339}{\sqrt{0.001486 + 0.001082}}$$

$$\frac{0.0339}{0.002568} = \frac{0.0339}{0.05067792} = 0.6689$$

Look up the value Z (0.6689) in the table for normal distribution and get the one probability from the column labeled 'smaller portion'. To get the two-tailed probability, the value got will be multiplied by 2 OR compare it with critical Z value at 0.05 which is 1.96

Probability for one-tailed test = .25 x 2 = .50. Thus, .50 is greater than the significance value (0.05)

Therefore, the difference was not significant.

Correlations between parental Expectation and Mathematics Achievement for Male and Female Parents

Male= r.371 N676

Female= r.921

Fisher's Z transformation

Male

$$Z_r = \frac{1}{2} \log_e \left(\frac{1+r}{1-r} \right)$$

$$1-r$$

$$\frac{1}{2} \log_e \left(\frac{1+.371}{1-.371} \right)$$

$$\frac{1.371}{0.629} =$$

$$2.1796$$

$$\ln(2.1796) = 0.5 \times 0.779 = 0.3896 = Z_{r_1}$$

Female

$$\frac{1}{2} \log_e \left(\frac{1+0.360}{1-.360} \right)$$

$$\frac{1}{2} \log_e \frac{1.36}{0.64} = 2.125$$

$$\ln(2.125) = 0.754$$

$$0.5 \times 0.754 = 0.377 = Z_{r_2}$$

$$Z_{\text{Diff}} = \frac{0.3896 - 0.377}{\frac{1}{676} + \frac{1}{92} + 3} = \frac{-0.0126}{0.001486 + 0.001082} = \frac{-0.0126}{0.002568}$$

$$Z_{\text{Diff}} = 0.249$$

P. value one-tailed = .40 x 2 = .80 (not significant)

Hypothesis 4

Correlations between Parental Attributions and English Language Achievement for Parents of Low and High Educational Levels

Internal Attribution and English

Low = r.438 n = 940

High Education = r.327 n = 657

Fisher's Z Transformation

Low Education

$$\frac{1}{2} \log_e \frac{(1+.438)}{1-.438}$$

$$\ln (2.55872) = 0.9395$$

$$0.5 \times 0.9395 = 0.46975$$

$$Z_{r_1} = 0.46975$$

High Education

$$\frac{1}{2} \log_e \frac{(1+.467)}{1-.467}$$

$$\ln (2.75235) = 1.01246$$

$$0.5 \times 1.01246 = 0.506$$

$$Z_{r_2} = 0.506$$

Comparing Correlations (Two Z_r)

$$Z_{\text{Diff.}} = \frac{0.471 - 0.506}{\sqrt{1/940 - 3 + 1/657 + 3}} = \frac{-0.035}{\sqrt{0.00107 + 0.00153}} = \frac{-0.035}{0.05099}$$

$$Z_{r_2} = 0.686$$

Internal Attribution and Mathematics

Low = r.327 n = 940

High Education = r.351 n = 657

Fisher's Z Transformation

Low Education

$$\frac{1/2 \log_e \frac{(1+.327)}{1-.327}}$$

$$\ln(1.97177) = 0.6789$$

$$0.5 \times 0.6789 = 0.341$$

$$Z_{r_1} = 0.341$$

High Education

$$\frac{1/2 \log_e \frac{(1+.351)}{1-.351}}$$

$$\ln(2.08166) = 0.73317$$

$$0.5 \times 0.73317 = 0.367$$

$$Z_{r_2} = 0.367$$

Comparing Correlations (Two Zr)

$$Z_{D_{\text{diff}}} = \frac{0.341 - 0.367}{\sqrt{1/940 - 3 + 1/657 + 3}} = \frac{-0.026}{\sqrt{0.00107 + 0.00153}} = \frac{-0.026}{0.05099}$$

$$Z_{D_{\text{diff}}} = -0.510$$

External Attribution and English

Low = $r = -.006$ $n = 940$

High Education = $r = .018$ $n = 657$

Fisher's Z Transformation

Low Education

$$\frac{1}{2} \log_e \frac{(1 + .006)}{(1 - .006)}$$

$$\ln(1.006) = 0.0059$$

$$0.5 \times 0.0059 = .0023$$

$$Z_{r1} = -0.003$$

High Education

$$\frac{1}{2} \log_e \frac{(1 + .018)}{(1 - .018)}$$

$$\ln(1.0367) = 0.0361$$

$$0.5 \times 0.0361 = 0.018$$

$$Z_{r2} = 0.018$$

Comparing Correlations (Two Zr)

$$Z_{\text{Diff}} = \frac{0.003 - 0.018}{\sqrt{1/940 - 3 + 1/657 + 3}} = \frac{-0.015}{\sqrt{0.00107 + 0.00153}} = \frac{-0.015}{0.05099}$$

$$Z_{\text{Diff}} = -0.29$$

P-value (one – tailed test) = .385

External Attribution and Mathematics

Low = r.026 n= 940

High Education = e.014 n= 657

Fisher's Z Transformation

Low Education

$$\frac{1}{2} \log_e \frac{(1+.026)}{1-.026}$$

$$\ln(1.0534) = .0520$$

$$0.5 \times 0.0520 = 0.026$$

$$Z_{r_1} = 0.026$$

High Education

$$\frac{1}{2} \log_e \frac{(1-.014)}{1+.014}$$

$$\ln(1.0284) = 0.0280$$

$$0.5 \times 0.0280 = 0.014$$

$$Z_{r_2} = 0.014$$

Comparing Correlations (Two Zr)

$$Z_{\text{Diff}} = \frac{0.026 - 0.014}{\sqrt{1/940 - 3 + 1/657 + 3}} = \frac{0.012}{\sqrt{0.00107 + 0.00153}} = \frac{-0.026}{0.05099}$$

$$Z_{\text{Diff}} = -0.24$$