**THE INFLUENCE OF ECONOMIC BACKGROUND ON STUDENTS ACADEMIC PERFORMANCE**

**ABSTRACT**

This research will be conducted to evaluate how economic background affect student’s performance in economics in Ovia North East Local Government Area of Edo State. The following research questions were formulated for the study:.

1. Does the economic status of parents affect the educational performance of student

2. Does parent’s educational status affect the educational performance of their children?

3. Does the family size affect the student’s educational performance?

1. Does lack of educational facilities influence the educational performance of students?

Four secondary schools will be surveyed. Students interviewed were mostly from low economic status parents. With low educational background. It was found from the study that the education and income of parents affect student’s performance that the availability of educational facilities has no effect on student’s performance while that of family size has a positive relationship with student’s performance. The factors responsible for these relationships were discussed. Some recommendations and suggestions for further research were made in the last chapter.

**CHAPTER ONE**

**INTRODUCTION**

**Background Of The Study**

The academic performance of student in economic in secondary school these days has been attributed to many family factors. Many people including the sociologist, psychologists and philosopher have carried out a number of researches into those factors that hinder or enhance student performance in economics. They include poor quality of teaching, irregular attendance at school, emotional attitude of the child to school and school subject, defective physical condition which are manifest in poor hearing, bad vision, impediment of speech, the environment and the social as well as the economic background of the come among other related factors. The raging friction between the school as to which of the two is in fact responsible for the poor or good performance of student in economic examination has enabled the researcher to a take a cursory look at the influence of economic background on the academic performance of student. In his research, Ovia North East Local Government Area of Edo state is chosen as a case study.

The study is rooted in the theory hat there is need for a close cooperation between the home and the school for an understanding of the learning problem of children.

The society has apparently decided for better or worse to educate it children outside the home in separate, self contained, single purpose establishments. Having lived of education from home in this way, to go on and discuss the way they influence each other could be a matter of for they can be resolved, must at the root of all discussion about teacher parent relation. There was a time when parents namely entered school except to assault-looking schoolmaster. Teachers for their part were supposed to be quality of showing no interest in the home to which their pupils belonged. However, nowadays there is undoubtedly a considerable upsurge of interest in the relationship between home and school, and a trend towards ensuring this interest I various formal organisation and system very many schools have parents-teacher organisation many areas have action groups of one sort of another, you have the national confederation of parent-teacher association and the advisory centre for education, all of whom are very much concerned with home school links for the purpose of educational achievement of children.

Similarly, it has been accepted that learning can occur in many different settings, in the home and play ground, for example as well as in the classroom. Every child bring with him into the class room all his ear her home training and experience, a kind of internal environment that makes him an environmental factors of considerable significance to others. A learning environment is therefore more than that can be measured in the students immediate physical surrounding, it includes everything inside and outside the space the child occupies which in any way affects his behaviour during a particular learning routine. Economic background characteristics associated with academic performance and intelligence can be divided into two status variable high economic status and low economic status. Both status are determined by the level of education, occupation, and income in the society. These variables though interesting, tell little about how their effect are mediated to child and into process variables, such as achievement process of parents, home language models, academic home guidance and social participation of family.

It is believed that the level of education determines income and occupation of an individual. This is in turn determines the persons status. But this is not so again because of his health. So because of this variance, the researches will look at the relationship between academic performance and these variables. The size of the family will not be left out in the research as one of the variable. Though social class in most often used as a child economic background variable in western European societies and north America, it is rather difficult, if not impossible at this stage to use the social class variable in the developing countries of Asia, Africa and Nigeria in particular in the same way as it is used in western European countries. Two reasons can be suggested for this, firstly, there has not been any attempt classify occupations in these developing countries. Secondly, and perhaps the more important reasons is that the social system of the extended family in these developing country would make social class based on occupation meaningless for instance a man in a developing country in a good job with a very salary per annum, may not afford to live a middle class family probably because a lot of people depend on his single salary for their existence so because of this, the size of the family will be looked at as one of the variable. The different kinds of family-polygamous and monogamous will not be left out in this research.

The high light of what will be found in each chapter is as follows: the first chapter deals with the statement of problems and relevant research questions are formulated which the second chapter deals with critical reviews of important literature on the subject. This exercise seen as a guide to reveal the variables that have been found to be important as well as the gaps in previous studies on the determinant of performance of individuals. It also enabled the researcher as well as the useful hypothesis, which emerged from their works. An examination of the literature also helped in the formulations of the research problems. Third chapter discusses the various methods which been employed in collecting the data including the operationalisation of the concepts and the descriptive statistics. The fourth chapter deals with the analysis of the data collected. The findings from these analyses are also explained and interpreted with the context of the theoretical framework. The work ends with chapter five the conclusions which summaries what had been done in the survival for further research and then the gaps in the study that can be filled by further research are also pointed out.

**Statement Of Problems**

Today teachers are often blame for the low academic performance of the students without actually findings out other related factors that can contribute to the students problems as far as academic is concerned, most parents are quick to point accusing fingers at both the child and his teachers, should the whole problems be entirely heaped on teachers who always want the best for their pupils? One would like to find out the justifications the parents have for blaming the teachers as regards the low performance of the students in their academic. The truth is that the foundation of the child’s socialization is laid at home. More so children spend more time at home than in school. Many factors associated with the family could have actually contributed to the high or low performance of the students with the economic as one of them. The class strata in our society based on economic ground have become common phenomena. There is an unequal distribution of wealth among citizens. Thus there arise the have and the have not, the educated and the illiterate poverty stricken masses. The study therefore considered the influence of those stratified classes on student’s academic performance in other words, the study is focused upon how the academic performance of the students can influence by the family economic status. The following research questions are posed by the researcher.

**Research Questions**

1. Does the economic status of parents affect the educational performance of student

2. Does parent’s educational status affect the educational performance of their children?

3. Does the family size affect the student’s educational performance?

4. Does lack of educational facilities influence the educational performance of students?

**Purpose Of The Study**

The purpose is to identify the influence of economic background of student on their academic performance in selected public secondary school. It is designed to compare the level of academic performance of student from different economic background. The study will give an insight into how and why some students perform better than other

**Significance Of The Study**

The study is designed to find out the influence of economic inequality on students performance in some selected public secondary school in Ovia North East Local Government Area of Edo State. The study will be of significant help to educate on how to handle students from different economic strata so as to increase performance.

It will also enable school administrators to see the need for providing books, news papers and magazines in the school library knowing fully well that in the some student may not have opportunity in their house. The study will also help the teacher in adjusting his or her method for effective teaching to accommodate every student.

**Scope Of The Study**

The study will be used on selected public secondary schools in Ovia North East Local Government Area of Edo State for the purpose of convenience. The area being a semi-urban was chosen so as to involved children from various home backgrounds. The five schools. SSS two students were used for the study the study will only lower the economic aspect like the parents children in the family.

**Definition Of Terms**

**Economic Background:** This refers to the earning power you have either high or low-income group.

**Social Class:** This is a level in the society where individuals regard themselves as equal either because of their education, occupation of because of the same pattern of living.

Three categories of economic status:

**High economic status**- people that earn N 7,000 and above per annum

**Middle economic status:** People with B. A., B. Sc and HND

**Lower educational attainment**: Anything below HND.

**Small size family:** A family with not more than 6 people i.e. the father, mother and then 4 children.

**Educational facilities**: Those things that make learning or instruction easy or simple. They are facilities for study like library, laboratory etc.

**Performance of students:** Below average anything below 45%, average, 45-69, above average-70 and above.

**CHAPTER TWO**

**REVIEW OF LITERATURE**

**INTRODUCTION**

Our focus in this chapter is to critically examine relevant literature that would assist in explaining the research problem and furthermore recognize the efforts of scholars who had previously contributed immensely to similar research. The chapter intends to deepen the understanding of the study and close the perceived gaps.

Precisely, the chapter will be considered in three sub-headings:

* Conceptual Framework
* Theoretical Framework
* Empirical framework

**2.1 CONCEPTUAL FRAMEWORK**

**Concept of Family**

Family has been described at the smallest, most personal and not intimate of social groups. It is the most important primary group and the smallest social unit in the society. Odo (1990:10) defined family as “a social group sharing a common residence and cooperating economically”. The author went further to assert that the institutions of the family is usually based on the marriage of one or more sexually co-habiting couples and usually there is the expectation of having children for whom the adults of the family accept responsibility. Alio (1995) observed that the family is also the most personal social organization, for nothing is more personal than the interaction and relationship between members of a family. He further said that married couple without children, though bound by the strongest personal ties do not constitute a family for such ties can conceivably exist among couples who are not married. For him, what gives a family its character are children, for only in such a family can that intimate, personal relationship be established by which the family can perform its functions of rearing, protecting and educating the children, transmitting to them the social values it has inherited and a special bond between all the members. This kind of family setting is similar to the Nigerian traditional idea of family. Traditionally, it is believed that it is the children that cement the union of a man and a woman together and makes it a lasting and a intimate one. The primary aim of this union is procreation. Family can be classified into nuclear and extended form. Nuclear family is basic form of family organization. It is made up of the father (husband), mother (wife) and children. The children may be the biological offspring; of the couple or/and the adopted members of the family. According to Okafor (1992), the adoption of a child into the family is a common culture in the British society, but less so in Nigerian society. He added that nuclear family is found common among the urban city elites in Nigerian society or as a component in both extended, nuclear and compound family in Nigerian rural areas. The author maintained that one of the characteristics of the nuclear family is that is tends to break up when the children marry, when the parents die or at any point in human cycle. According to him, the male raised in a nuclear family usually begins his life in house hold headed by his parents and concluded his life in a family that he himself heads.

Extended family is the type of family that comprises of the father (husband) his wife (mother), their children, the husbands and the wife’s relations etc. Alio (1995) pointed out that the extended system is a dispersal version of the joint family and the members of the constituent groups do not all live together in one dwelling. To him, the extended kin-group includes a span of three or four generations within the total household or closely adjacent households. The extended family system is commonly a characteristics of most African society. Many Nigerian societies do not believe in nuclear family but in modern times, urbanization and economic pressures are discouraging extended family ties. However, extended family system is the popular and most common type of family arrangement in the Nigerian society. Anybody who fails to practice or show interest in the extended relations is regarded as a wicked and hopeless human being by members of the society.

**Concept of Family Environment/Background**

Family environment plays a very big role on a child’s life. Family background refers to all the objects, forces and conditions in the family which influence the child physically, intellectually and emotionally (Muola 2010). Children coming from different family backgrounds are affected differently by such variations and that is why some children have good family background while the family background of others are poor. Citing Fleege, Eke (1999) noted that with some families, the background may vary from time to time for the same individuals. The author further stated that because it is parents who are primarily responsible for establishing the family and exercise control over it, they are responsible for the type of family background that exists. This means that parental attitudes are very important in promoting healthy family background, and healthy family background is possible when parents adapt to the culturally defined roles of parents to the needs of the changing young generation.

**Concept of Family Size and Parent Marital Status**

Uloko (2008) define a home as an apartment that somebody lives in with the family. The home is also conceived as a family living together and the way it behaves (Hornby 2000). Thus, the concept of home does not only entails a family living together but also entails the way they behave as a family. Tor-Anyim (2004) conceived the family as the smallest unit of social institution in the society. Its common characteristics are further described to include common residence, economic cooperation and production. The home is a term used to describe a household, in which the family lives together as a unit. The family is made up of father, mother and children and it is the first socialization agent for the child. The home is the first most enduring environmental factor in promoting readiness in the children .

According to Esu, A. in 2010, the influence of the home begins before birth and bears its impression on child throughout his life (Ibid). Esu a counselling Psycologisst relatable opined that social roles and expectations are at first learnt in the home by the child, which generally equip him for relating with his peer/age group in the community and the society. Thus what the child does and what he is, started from the home. Ebuara (2009), similarly agreed that the home is where family members live together and further maintained that; in the home, parents interact with their children and through this process children learn the norms, values and custom which are expected of every family unit and sibling thereof. A happy and integrated home is hoped will produce a similar well balance child. Abah (2006) also agreed that the home is where the husband, wife and children live together in harmonious atmosphere. There is the need for mutual understanding, trust, security and peaceful co-existence at home.

Ibok, O. (2015) is quoted by (Ibid) as pointing out that the family is supposed and expected to be an arena of love, peace, harmony and tranquility where members will naturally find a haven of rest after a tension soaked and stressful working day. With regard to family, Iboko further defined a family as any two persons who are related to each other through a genetic connection, adoption, marriage, or by mutual agreement.

Family members share emotional and economic bonds. The term nuclear family is used to refer to family members who live together and share emotional, economic, and social responsibilities. The nuclear family is often comprised of a married couple who are parents to their biological or adopted children; all members live together in one household. The family makes the home and all the above opinion testify to the position of the home in the society. Thus, an ideal home should be like a paradise on earth. It is obvious and unfortunate that many homes now fall short of an ideal home and such creates cases of broken homes.

In consolidating the above roles of the home, Clifford, O.(2015) opined that in the home, parents interact with their children and through this process, children learn the norms, values and custom which are expected of every family unit and the sibling thereof. The family is expected to be a protector and guardians of its members from external aggression and moral development respectively among other roles (Kolawole 2007). With regard to the role of the family, it is believed that raising children is part and parcel of marriage partnership; a task that entails the provision of shelter, clothing, education and love without which no child can live (Bestfriend 2009). Relatedly, Tor-Anyim (2004) maintained that the family as a social institution performs specific roles which include the production and protection as well as the socialization of young ones. The home apart from providing the basic needs of the children and academic financing also provide for moral upliftment of the individual. This idea of moral role is confirmed by Unimna and Okoli (2008), when they opined that parents effectively carry-out the role of communicating religious and moral values not just by word of mouth but by the way they structure and interpret the various events that shape their children’s life. Relatedly, Akem and Ortese (2004), strongly agreed that the family lays the moral and spiritual foundations for the child to build on it later in life. The family has a strong and lasting influence on the developing child; every aspect of the child’s development is affected by the family. His basic needs, adequacy of feeding, attendance at school, also his values depends on the family (Ibid).

**Concept of Socio-economic Status**

Socio-economic status (SES) as defined in the Wikipedia, is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education, and occupation. When analyzing a family's SES, the household income, learners' education, and occupation are examined, as well as combined income, versus an individual, when their own attributes are assessed.

Socio-economic status is typically broken into three categories (high SES, middle SES, and low SES) to describe the three areas a family or an individual may fall into. When placing a family or individual into one of these categories, any or all of the three variables (income, education, and occupation) can be assessed.

Socio-economic status can also be referred to ones position in relation to the social and economic position of the individual's parents. This means that parents occupied various social or economic positions among the groups in the society. These positions are sometimes being looked at in relationship to effective educational goal achievement, and other needs in life. On the other hand, gender can be defined as masculinity or femininity, taking into consideration biological, social and cultural norms. A person's self -image as a male or female and the roles the person is attached to can be used as gender identity. It is a common assumption that, society and cultural factors exert influence on gender identity by defining roles for males and females and reinforcing appropriate behaviours, though gender roles is level inappropriate, gender has effect on student vocational behaviors, and play a great role in their vocational interest / aspiration.

Parents with low socio-economic status often lack the financial, social, and educational support that characterized high socio-economic status. Due to their poverty level these groups of parents may have inadequate or limited access to community resources that can promote and support children's development and school readiness. Socio-economic status therefore, can be referred to such a position in relation to the social and economic stand of the individual's parents occupying various positions among the groups in the society. Those positions are sometimes times looked at in relationship to vocational aspiration. Vocational aspiration therefore, can take its cue from the application of rational and systematic analysis to the aim of making vocational aspiration more effective and efficient in responding to the needs and goals of the students and society. Hurking (1972) studied a sample of 182 black and white adolescent from the working class to find out whether there was a significant association between socio-economic, structure and level of occupational aspirations. He found out that there were no such significant associations between the social variables.

**Concept of achievement**

Achievement could be seen as something which was carried out successfully. It is a product of effort or series of efforts. Achievement is usually good but in most cases difficult. Eze (2009) described achievement as something which has been accomplished successfully, especially by means of exertion, skill practice or perseverance. She sees achievement as a test for the measurement and comparison of skills in various fields of academic study. Ifeako (1999.30) regards achievement as a change in behaviour exhibited at the end of a given period of time or within a given time range. Nwagu 1992:71) cited in Eze (2009) defined achievement as “a systematic and purposeful quantification of learning outcomes”. He explained that achievement involves the determination of the degree of attainment on individuals in tasks, courses or programmes of which the individuals were sufficiently exposed. Achievement tests result in academics have many functions which include: to enable us determine the relative position or rank of individual student with respect to their test performance. It also enables us to obtain information on the extent to which a student has attained the criterion performance. Students, teachers, parents and the entire society are much concerned about the academic achievement of students.

**Concept of Academic Achievement**

Academic achievement has to do with what a learn is able to accomplish by execution of class work in the school. Stiggings (2001) sees academic achievement as something a learner do or achieve at school, college or university, in class, in a laboratory or field work. went ling (2000) said that academic achievement refers to achievement of individuals’ objective to various types of knowledge and skills. According to the author the objective are established based on the age, prior learning and capacity of individuals with regards to education, socialization and qualification. Some of the purposes of academic achievement measurement are enumerated in Ukwuije (1989: 22) as follows: to determine the relative effectiveness of a programme in terms of students’ behavioural outputs; to identify students growth or lack of growth in acquiring desirable knowledge skills, attitudes and social values; to held teachers determine the effectiveness of their teaching technique and learning material; to help motivate students to learn as they discover their progress or lack of progress in given task; to encourage students to develop a sense of discipline and systematic study habits; to acquaint parents or guardians with their children performance ; to predict the general trend in the development of teaching learning process; to make reliable decision about education planning and to provide educational administrators with adequate information about teachers effectiveness and school need. In summary, academic achievement measurement is very important, is schools colleges and universities. It is relevant instructional, administrative, guidance and counseling and research purposes.

**Parent Level of Education and Academic Achievement**

Parents’ educational levels could play an important role in determining a child's intellectual/academic performance. This point was further buttress by Darweli J. (2016). Parents with high level of education are most likely to engage in activities that would develop the intellectual potentials in their children and pave the way for them (the children) to perform satisfactory in school. For example, highly educated parents are most likely to give their children the necessary academic foundations at home that will help them perform well in school. Also highly educated parents have knowledge of the necessary high quality reading materials and nutrition to provide for their children to enable them to perform well in school. The theoretical linkage between parents’ educational levels and students’ could be found in human capital theory.

 The educational level of parents determines their status and level of influence in the society. The importance of education by any standard in any society especially developing countries such as Nigeria, cannot be overemphasized. Low educational background has the capacity of hindering individuals from having a better knowledge of the needs to prudently life (Abraham,2014). Students of middle/upper class parents are more likely to take advantages of the opportunities presented to them both in the secondary and higher education institutions than those children of poor labourers of factory workers who are hardly educated(Brown2013).

According to Ogumakle(2012), children from literate homes have a higher academic advancement than those from illiterate homes. Education attainment varies with income levels. Education provides diverse opportunity for individual to function in the society (Ibok,2015). Parents with high educational attainment with high income level are often more success in preparing their children for school because they have access to a wide range of resources to promote and support their children school.

 Kingley (2015) conducted a study on students’ socio-economic background and students’ academic performance among junior secondary civic education students River State. The research design used was the survey design. The sample of 180 students were randomly selected in 6 public junior schools in River State. The result of analysis using independent t-test revealed that amongst others variables there is a significant influence of parental educational background on students’ academic performance in mathematics.

Parental level of educational on the other hand basically means the type of education acquired by parents who the sponsors, guardians and care-givers of students or children in schools. It can be western or religious, depending on the environment and geographical location. Educational background may be the number of schools attended and the type of certificates obtained right from primary to tertiary levels. Education not only gives insight, it also grooms the personality, inculcates moral values, add knowledge and give skills. In every field of endeavor, highly qualified people are needed (Musarat et al, 2013). There is arguments that parents’ education affect students’ academic performance in schools.

Domina, J. (2015). parents’ level of education is the most important factor affecting students’ academic performance. Erick, J., & Nyakundi, J. (2012) submit that parents’ educational background influences the academic achievement of students. This is because the parents would be in a good position to be second teachers to the child; and even guide and counsel the child on the best way to perform well in education and provide the necessary materials needed by the child. This point of view was supported by Rothestein, in 2004 that a child that comes from an educated home would like to follow the steps of his or her family and by this, work actively in his or her studies. stated that the educational level of parents affect how well children perform in school. However, in some cases, parents who had little or no education usually ensure that their children receive school education. It is believed that a child from a well-educated family with high socio-economic status is more likely to perform better than a child from an illiterate family. This is because the child from an educated family has a lot of support such as a decent and good environment for academic work, parental support and guidance, enough textual and academic materials and decent feeding. Saila and Chamundeswari (2014) also posit that better educated parents contribute better to the learning of their children through their day-to-day interactions

**Parent Level of Income and Academic Achievement**

Income is the money received by the citizenry over a certain period from government or its agencies especially as payment for work or as interest on investment. It is also refer to as the monetary accumulation by an individual; it may be salaries and wages of the employees and the earnings and profit of self-employed (Alken, Banbram, 2012).

Parental income permit parent to assure their children’s schooling, buy their school uniform and books, provide them with adequate equipment to facilitate their education (Ibok, 2015). According to Uche (2014), children from parent with adequate income are likely to be provided with high quality education from the nursery up the university land. Given this opportunity, it is likely that such student will be less delinquent than their counterpart from poorer homes. The family is the first environment the child come into conduct with. Parental income significantly influence students academic performance. Similarly Nelson (2012) conducted a study on socio-economic status and students’ academic performance in biology in Uyo Local Government Area of Akwa lbom State. The results obtained amongst others, revealed that there is a significant influence of parental income level on students’ academic performance in biology. Parents of high socio-economic status are able to provide the necessary incentives for their children’s learning, with higher level of income, they are able to provide better nourishment for the family. Parents with high income level are able to provide better nourishment for the family which is crucial for brain development (Chomitie, Change, & Laberman, 2008).

According to Mayer N (2017), a casual observation is that the children of affluent parents are more likely to succeed in life than the children of poor parents probably because the rich parents spend more than poor parents on their children and these “investments” lead to better outcomes for their children. If the situation is correct, the author also suggested that government can improve the life chances of poor children by providing families with the means to make the investments or by providing the investments directly in the form of schooling, health care, and other human capital inputs. It is not out of place to imagine that parental socio-economic background can have possible effects on the academic achievement of children in school. When parents are financially capacitated, and also give moral support to the children by guiding their reading at home, the students perform better than their counterparts. Although it has been argued that the most accurate predictor of students’ achievement is the Students from low income families tends to have little opportunity to go to school than students from middle class families and by extension, the upper class. Nyama (2006) maintained that the performance statistics of students from parent with high income level often have all it takes to need at home, libraries, radio, television, video and even literate parents with whom they can sit down and chat intelligently.

 Osorio et al. (2013)analyzed the impact of the social and educational background of Nigerian parents on the education of their children and provided parents with advice on how to overcome personal and financial challenges and how to support their children's education. Variables related to socioeconomic status, education level, and children's education were used in this study. Chandra et al. (2013) studied the impact of Lucknow's socioeconomic status on the educational outcomes of high school students and found how the different types of students' social and economic conditions affect the children's educational outcomes. Harnish, et al. (1995) studied the development of the scale of socioeconomic background and developed a tool to assess the social and economic environment that is in line with the current situation in India. Soharwardi & Khan analyzed parental behavior in educational investment decisions and found a strong relationship between parental investment decisions and their children’s education. Taras & Potts‐Datema (2005) analyze the impact of socioeconomic conditions on student performance and explored the various factors that influence the outcome based on the social and economic conditions of the society.

**Parent Occupation and Academic Achievement**

Occupation is known to play a significant role in the healthy and acceptable behaviour of any person in the society. Usually occupation is classified based on sources and level of income, education and employment status. According to Larry (2010), occupation determines the lifestyle, culture, mannerism, social and economic position, actions and the general behaviour of an individual. Occupational status reflect the educational attainment required to obtain the job and income levels that vary with different jobs and within ranks of occupation(Tom, 2015). Occupational status measures social position by describing job characteristics, decision making ability and control, and psychological demand on the job (Erick,2012).

Parents with high occupational status are able to provide a measure of a household ability to meet emergencies, absorbs economic shocks, and provide the means to live comfortably. According to Ibok(2015), occupational status corresponds to the educational attainment of an individual’s through obtaining better jobs, exploring and retaining better positions, and becoming inevitable and thus lead to improvement in the socio economic status. Parental high occupation status reflect in income level of the parents. Parents with high occupational rank are able to provide the necessary incentive for their children learning, with high income level, they are able to provide better nourishment for their family while students from low parental occupation status have little opportunities to go to school because their parents lack adequate income to provide them with high quality education (Udoh,2016). Chronister (2005) conducted a study on effect of parental occupation on students’ academic performance and found that there is a significant effect of parental occupation on students’ academic performance.

Akujieze (2003) asserted that occupational status measures social position by describing job characteristics, decision making ability and control, psychological demands on the job. Parent’s occupation determines the type of education a child receives from his/her parents. Fajuyitan (1998) reported that the occupational type of a parent tends to exert a considerable influence on their children’s education or academic performance in school. Ononuga (2005) stated that the kind of occupation a parent engages-in would determine his income as well as his social status. According to Ogunshola and Adewale (2012), parents of different occupation classes often have different styles of child rearing, different ways of disciplining their children and different ways of reacting to their children. These differences do not express themselves consistently as expected in the case of every family; rather they influence the average tendencies of families for different occupational classes (Rothestein, 2004) largely because a high occupational class or prestigious occupations tend to promote economic reserves or assets, presents a source of security by providing a measure of a household's ability to meet emergencies, absorb economic shocks, or provide the means to live comfortably. Therefore, Saila and Chamundeswari (2014) expressed that family financial resources, which are mostly associated with parent’s occupation and educational attainment, often influence learning opportunities both at home and in school and concluded that there is a positive relationship between parental level of occupation and socio economic background of a student.

**2.3 THEORETICAL FRAMEWORK**

Two theories have been formulated to backup this research. These theories are:

1. Family System Theory by Dr. Murray Bowen (1990)
2. Social Support Theory by S. Cohen & L. Syme (1988)
3. Social Learning Theory by A. Bandura (1963)

 **Family System Theory**

Family systems theory was propounded by Murray Bowen (1990). Family systems theory is regarded as general theory of psychology of inter relatedness of socio-economic status within the context of the family. According to Bowen (1990), many situations that take place within families lead to strong emotional stressors. These stressors are risk factors for the occurrence of abuse and should be resolved as soon as possible. Families that experience some of these severe life stressors such as severe or enduring illnesses, unemployment, financial problems, and relational problems within the family unit, usually have a higher rate of child abuse where most of their children may drop out from schools as the results of financial stressed than families without such stressors (Crosson-Towner, 2000)

Family System Theory is relevant to this study as it reveals some of socio-economic variables experience in families especially such that reduces the level of care from parents to children that may result to students’ poor academic performance in schools. Parents with low socio-economic status may to some extent exposed their children to harsh environment and labour in quest to provide support to the family. In order words, when children are poorly catered for and deprived of the basis learning resources such as pens, pencils, books, such children are very likely to achieve poorly in school work. Families with high socio-economic background are able to provide their children with high-quality child care, books, and toys to encourage children in various learning activities at home. Also, they have easy access to information regarding their children's health, as well as social, emotional, and cognitive development. In addition, families with high socioeconomic status often seek out information to help them better prepare their young children for school.

**Social Support Theory**

Social support theory was propounded by Cohen and Syme (1988). According to this theory, social isolation is a significant risk factor, whether it is within the community, extended family, or immediate family. A helpful social support network is a fundamental resource for family members – both for parents dealing with many

stressors as well as for the children in the stressful and abuse environment. Without intervention and treatment, children from low socio-economic background within the family system can likely develop some social and psychological risk factors of child abuse that carry on to adulthood which may likely affect their academic achievement (Crosson-Towner, 2005).

Social support theory is relavant to this study by revealing some reasons behind child abuse with particular reference to family socio-economic background. The theory holds that, parenting challenges and a lack of support can compel parents to expose their children to hard labour in quest for provision of daily bread. This invariably affects the chances of children in such families going to school. When there no money to take care of family responsibilities, parents from low socio-economic background engaged their children in selling or hawking at early morning before going to schools which resulting to lateness, inability to comprehend lessons due to stresses undergone earlier before coming to school; all these, yielding academic backwardness for the child. Students with low socio-economic status often struggle with time-management issues due to balancing many different areas of life on their own. Parents are less involved with their children and therefore give less encouragement and have lower expectations of their children than students with high socio-economic status (Majoribanks 2016).

**Social Learning Theory**

This theory has been described by some authorities in psychology of learning as the interactive approach to learning. Social learning theory as advanced by Bandura and Walters (1963) is one of the interactionist explanations of learning theory is based on the fact that behavior is learned phenomenon and as a result of personality can be explained in terms of cumulative effects of a sense of learning experience . social learning emphasizes the reciprocal relationship between an individual and his environment, the most basic and significant principle of social learning is reinforcement.

According to Bandura and Walters, they argue that most of our behavior in social situations is acquired through the principle of various reinforcement which refers to the modification of an observers. Behavior through the reinforcement administered to a model which is been observed. Learning occurs through the process of observation. For effective teaching and learning of financial accounting in secondary schools, the teachers should take into consideration some principles of learning which are agreed by psychologist in order to form a basic successful teaching and learning.

Learning is faster if the learner is given immediate feedback of his progress in the learning process, therefore teachers should always try to reinforce any correct response given by a learner to motivate him or her, and for him to work harder. Learning is achieved if the teaching environment is conducive. A hostile classroom environment stifle learning, while a friendly and democratic classroom environment affords every learner the opportunity to contribute interact and ask questions and by so doing the learner understands the different aspect of the concept taught. Therefore all accounting teachers should try and make their teaching environment friendly to the learner in order to encourage active participation, learning is faster if what is taught is adequately sequenced in such a way that new concept are built on already learnt concepts by this progression, it move from known to the unknown and this makes the learner to learn in a stress free and anxiety free environment.

 The theory strongly lays emphasis on one’s cognition. It contends that human development is influenced, in part, by environmental agents. It suggests that the mind is an active force that constructs one’s reality selectively, encodes information, performs behavior on the basis of values and expectations and impose structure on its own actions. It is through an understanding of the processes involved in one’s construction of reality that enables reality that enables human behavior to be understood, predicted and changed. Family socio economic background or structure is an environmental agent that impacts human development and therefore student performance. In view of the theory, the student’s academic performance is a product of interaction of his personality, his academic environment and his socio economic background.

**Parental Attachment Theory**

Parental attachment theory was proposed by Bowlby (1980). The theory states that the child forms a strong emotional bond with anther person (caregiver) during childhood with lifelong consequences. According to the theorist, sensitive and emotionally available parenting helps the child to form a secure attachment style which foster a child’s socioemotional development and well being. Less sensitive and emotionally available parenting or neglect of the child’s needs may result in insecure forms of attachment style, which is a risk factor for many mental health problems. The theory is relevant to this study in view of the fact that the proponent provides clues in emotional development of children. He also made reasonable suggestions for parents and guardians. Parents and guardians can now see the necessity of forming secure attachment bond with their children. Such bonds will enable the children to end up with secure attachment and secure state of mind later in life. Parents will learn to understand the biological and psychological needs of the children, and to avoid unrealistic expectations of the child behaviour. In this way, parents may seek to avoid frustration that occurs when they expect things beyond the child’s capability.

Self-determination theory was propounded by Deci and Ryan (1985). The proponents stated that people are active organisms, with the growing tendencies geared towards mastering ambient challenges, and integrating new experiences into a coherent sense of self. They stressed that these natural development tendencies do not operate automatically, but rather requires on-going social nutriments and supports. According them, the social context can either support or thwart the natural tendencies towards active engagement and psychological growth furthermore the social context can catalyze to lack of integration, defense, and fulfillment of need-substitutes. The proponents remarked that the dialectic between the active organism and the social context is the basis for predictions about behaviour, experience, and development. Self-determination theory is applicable to this study, based on the fact individuals or groups need to be self determined to achieve a set goal. The habit of determination can help children in their academic achievement.
**2.3 EMPIRICAL REVIEW**

This section reviews some empirical works that have been done on areas related to the study. Okunniyi (2004) carried out a research on how the family background influence students introductory technology achievement among Junior secondary school students in Abeokuta south local government of Ogun state. The study design was a survey which involved the use of questionnaire in gathering data. The researcher use 500 students as sample for the study. The data collected were analyzed using frequency table, percentage, mean, standard deviation and t-test statistics. The researcher found, among other things that social class of parents determines the students academic achievement. Although this study was directed towards finding out how family background influences the students academic performance, it is more concerned with how the family background affect the students performance in introductory technology. However, it is related to the present study as both are interested in finding our the influence of family background factors on student academic outcome. Izundu (2005), conducted a research on relationship between Home environmental factors and academic performance of secondary school students in Onitsha local government area of Anambra state. The design for the study was correlation design, while the major instrument for gathering data was questionnaire. The sample for the study was 450 students. The data collected were analyzed through the use of mean, and standard deviation while the null hypotheses were tested using ‘regressional analysis’. The finding of the study was that most students in secondary schools in Anambra state come from low socio-economic families but it does not affect their academic performance adversely. The study also revealed that family size does not influence the students academic performance. However, the study found that there is significant relationship between the level of parents education and the academic performance of the students. The above study relates with the present study as both are discussing about the home variables/factors that affect students academic performance. In another related study, Onyi (2002) conducted a research on the influence of home on the academic performance of students in Enugu East local government area of Enugu state. The researcher used survey design for the study. The sample for the study consists of 240 students. The instrument used by the researcher for data collection was a structured likert type questionnaire. The researcher used weighted means in analyzing the data. The findings of this study are: home environment influences the academic performance of the students, it was also found that students from peaceful homes share their academic problems with their parents. It was also found that there is positive correlation between parents encouragement and students academic performance. This study is related to the present study in that it is geared towards exploring how home environmental factors influence students academic performance. In a similar work, Eke (1999) conducted a study on the relationship between home environmental factors and academic performance of secondary school students in Gboko local government are of Benue state. The purpose of the study specifically was to examine how home environmental factors affect students academic performance. The study design was correctional survey which sought to discover or clarify relationships through the use of correlation coefficient to determine the extent to which home environment mental factors relate with academic performance of students in schools. A sample of 200 students was used for the study. He analysis the of data using conducted using the Peason’s product moment correlation method. It was revealed from the study that the socio-economic background of parents is not significantly related to the academic performance of students in Gboko local government area of Benue state. Another finding of that study was that parental occupation does not significantly affect academic performance of students. The study also found that parental educational background is not significantly related to academic performance of secondary school students in Gboko local government of Benue state. The study is related to this present study because it discussed some of the home related variables that influence students academic achievement. Agu (2010) carried out a study titled “relationship between motivational patterns and students academic achievement schools in Enugu education zone were used. The design for the study was correlation survey design. The instrument for data collection was question. The sample of the study was 459 students. The researcher analyzed the data using Pearson Product moment correlation coefficient. The result of the study revealed that motivational patterns relate to students academic achievement. They study further revealed that motivation is an integral aspect of learning indicating that different motivational construct are correlated with effective classroom learning and achievement. The above study relates with the present study since it embarks on examining motivational factors that enhance students academic achievement.

**Summary of Literature Review**

The literature for this study focused on three main headings: the conceptual framework, theoretical framework and the empirical studies. Under the conceptual framework, concepts such as family, family background, achievement and influence were reviewed. Family has been described as the smallest, most personal and most intimate of social groups. It is the most important primary group and the smallest social unit in the society is usually based on the marriage of one or more sexually co-habiting couples, and usually there is expectation of having children for whom the adults of the family accept responsibility. Family background connotes all the objects, forces and conditions in the family which influence the child physically, intellectually and emotionally. Education is seen as the sum total of the experiences, whether formal or informal which as man comes across in his journey to life. It is also seen as the transmission of what is worthwhile to individuals to make them knowledgeable and contributing members of the society. Achievement is as something which is carried out successfully, a product of effort or series of efforts which is usually good but in most cases difficult. It is described as something which has been accomplished successfully, especially by means of exertion, skill, practice or perseverance. Influence is the capacity or power of persons or things to be a compelling force on or produce effects on the actions, behaviour, opinions of others. Under theoretical framework such theories as parental attachment theory, self determination theory and Maslow’s motivational theory were reviewed. Parental attachment theory argues that a child has a tendency to seek closes to another person (care-giver) and feel secured when that person is present. Self-determination theory states that people are active organisms, with the growing tendencies geared towards mastering ambient challenges, and integrating new experiences into a coherent sense of self. Maslow’s motivational theory emphasizes that man always has needs to satisfy and these needs are arranged in a hierarchical order staring from the basic or lower order needs to higher order needs when one needs is met another will emerge. Finally, although some empirical studies indicated the influence of family environment on students’ academic achievement, a major problem that was evident from literature was a general dearth of such research studies in Nigeria especially in the study area (Nsukka Education zone). Most of the available research studies were conducted in the western countries. Therefore, there is the need to carry out the study in Nigerian environment. It is the bid to fill this gap that motivated the study.

**CHAPTER THREE**

**RESEARCH METHODOLOGY**

**3.1 Introduction**

In this chapter, we described the research procedure for this study. A research methodology is a research process adopted or employed to systematically and scientifically present the results of a study to the research audience viz. a vis, the study beneficiaries.

**3.1 Research Design**

Research designs are perceived to be an overall strategy adopted by the researcher whereby different components of the study are integrated in a logical manner to effectively address a research problem. In this study, the researcher employed the survey research design. This is due to the nature of the study whereby the opinion and views of people are sampled. According to Singleton & Straits, (2009), Survey research can use quantitative research strategies (e.g., using questionnaires with numerically rated items), qualitative research strategies (e.g., using open-ended questions), or both strategies (i.e. mixed methods). As it is often used to describe and explore human behaviour, surveys are therefore frequently used in social and psychological research.

**3.2 Population of the Study**

According to Udoyen (2019), a study population is a group of elements or individuals, as the case may be, who share similar characteristics. These similar features can include location, gender, age, sex or specific interest. The emphasis on study population is that it constitutes individuals or elements that are homogeneous in description.

This study was carried out to examine the influence of economic background on students academic performance using Economics students of some selected secondary schools in Ovia North East Local Government Area of Edo state as a case study. Hence, the population of this study comprises of Economics students of some selected secondary schools in the study area.

**3.3 Sample Size Determination**

A study sample is simply a systematic selected part of a population that infers its result on the population. In essence, it is that part of a whole that represents the whole and its members share characteristics in like similitude (Udoyen, 2019). In this study, the researcher adopted the convenient sampling method to determine the sample size.

**3.4 Sample Size Selection Technique And Procedure**

According to Nwana (2005), sampling techniques are procedures adopted to systematically select the chosen sample in a specified away under controls. This research work adopted the convenience sampling technique in selecting the respondents from the total population.

In this study, the researcher adopted the convenient sampling method to determine the sample size. Out of the entire Economics students of some selected secondary schools in the study area, the researcher conveniently selected 200 respondents as sample size for this study. According to Torty (2021), a sample of convenience is the terminology used to describe a sample in which elements have been selected from the target population on the basis of their accessibility or convenience to the researcher.

**3.5 Research Instrument and Administration**

The research instrument used in this study is the questionnaire. A survey containing series of questions were administered to the enrolled participants. The questionnaire was divided into two sections, the first section enquired about the responses demographic or personal data while the second sections were in line with the study objectives, aimed at providing answers to the research questions. Participants were required to respond by placing a tick at the appropriate column. The questionnaire was personally administered by the researcher.

**3.6 Method of Data Collection**

Two methods of data collection which are primary source and secondary source were used to collect data. The primary sources was the use of questionnaires, while the secondary sources include textbooks, internet, journals, published and unpublished articles and government publications.

**3.7 Method of Data Analysis**

The responses were analyzed using frequency tables, which provided answers to the research questions.

**3.8 Validity of the Study**

Validity referred here is the degree or extent to which an instrument actually measures what is intended to measure. An instrument is valid to the extent that is tailored to achieve the research objectives. The researcher constructed the questionnaire for the study and submitted to the project supervisor who used his intellectual knowledge to critically, analytically and logically examine the instruments relevance of the contents and statements and then made the instrument valid for the study.

**3.9 Reliability of the Study**

The reliability of the research instrument was determined. The Pearson Correlation Coefficient was used to determine the reliability of the instrument. A co-efficient value of 0.68 indicated that the research instrument was relatively reliable. According to (Taber, 2017) the range of a reasonable reliability is between 0.67 and 0.87.

**3.10 Ethical Consideration**

The study was approved by the Project Committee of the Department. Informed consent was obtained from all study participants before they were enrolled in the study. Permission was sought from the relevant authorities to carry out the study. Date to visit the place of study for questionnaire distribution was put in place in advance.

**CHAPTER FOUR**

**DATA PRESENTATION AND ANALYSIS**

1. **INTRODUCTION**

This chapter presents the analysis of data derived through the questionnaire and key informant interview administered on the respondents in the study area. The analysis and interpretation were derived from the findings of the study. The data analysis depicts the simple frequency and percentage of the respondents as well as interpretation of the information gathered. A total of two hundred (200) questionnaires were administered to respondents of which one hundred and fifty (150) were returned and all were validated. For this study a total of 150 was validated for the analysis.

**4.2 DATA PRESENTATION**

The table below shows the summary of the survey. A sample of 200 was calculated for this study. A total of 150 responses were received and validated. For this study a total of 150 was used for the analysis.

**Table 4.1: Distribution of Questionnaire**

|  |  |  |
| --- | --- | --- |
| **Questionnaire**  | **Frequency** | **Percentage**  |
| Sample size | 200 | 100 |
| Received  | 150 | 75 |
| Validated | 150 | 75 |

**Source: Field Survey, 2022**

**4.1 DATA PRESENTATION**

**Table 4.2: Demographic data of respondents**

|  |  |  |
| --- | --- | --- |
| **Demographic information** | **Frequency** | **percent** |
| **Gender**Male |  |  |
| 78 | 52% |
| Female | 72 | 48% |
| Age |  |  |
| 10-12 | 35 | 25% |
| 13-16 | 65 | 43% |
| 17-19 | 50 | 32% |
| Class |  |  |
| SS1 | 34 | 23% |
| SS2 | 55 | 37% |
| SS3 | 61 | 40% |

**Source: Field Survey, 2022**

**4.3 ANSWERING RESEARCH QUESTIONS**

**Question 1:** Does the economic status of parents affect the educational performance of student?

**Table 4.3:** Respondent on question 1

|  |  |  |
| --- | --- | --- |
| **Options** | **Frequency** | **Percentages** |
| Yes | 58 | 39 |
| No | 44 | 29 |
| Undecided | 48 | 32 |
| **Total** | **150** | **100** |

 **Source: Field Survey, 2022**

From table 4.3 above, 39% of the respondents said yes, 29% of the respondents said no, while the remaining 32% of the respondents were undecided.

**Question 2:** Does parent’s educational status affect the educational performance of their children?

**Table 4.4:** Respondent on question 2

|  |  |  |
| --- | --- | --- |
| **Options** | **Frequency** | **Percentages** |
| Yes | 56 | 37 |
| No | 46 | 31 |
| Undecided | 48 | 32 |
| **Total** | **150** | **100** |

 **Source: Field Survey, 2022**

From table 4.4 above, 37% of the respondents said yes, 31% of the respondents said no, while the remaining 32% of the respondents were undecided.

**Question 3:** Does the family size affect the student’s educational performance?

**Table 4.5:** Respondent on question 3

|  |  |  |
| --- | --- | --- |
| **Options** | **Frequency** | **Percentages** |
| Yes | 68 | 45 |
| No | 34 | 23 |
| Undecided | 48 | 32 |
| **Total** | **150** | **100** |

 **Source: Field Survey, 2022**

From table 4.5 above, 45% of the respondents said yes, 23% of the respondents said no, while the remaining 32% of the respondents were undecided.

**Question 4:** Does lack of educational facilities influence the educational performance of students?

**Table 4.6:** Respondent on question 4

|  |  |  |
| --- | --- | --- |
| **Options** | **Frequency** | **Percentages** |
| Yes | 71 | 47 |
| No | 29 | 19 |
| Undecided | 50 | 34 |
| **Total** | **150** | **100** |

 **Source: Field Survey, 2022**

From table 4.6 above, 47% of the respondents said yes, 19% of the respondents said no, while the remaining 34% of the respondents were undecided.

**CHAPTER FIVE**

**SUMMARY, CONCLUSIONS AND RECOMMENDATIONS:**

**5.1 Introduction**

This chapter summarizes the findings on the influence of economic background on students academic performance using Economics students of some selected secondary schools in Ovia North East Local Government Area of Edo state as a case study. The chapter consists of summary of the study, conclusions, and recommendations.

**5.2 Summary of the Study**

In this study, our focus was on the examination of the influence of economic background on students academic performance using Economics students of some selected secondary schools in Ovia North East Local Government Area of Edo state as a case study. The study is was specifically set to identify the influence of economic background of student on their academic performance in selected public secondary school. It was designed to compare the level of academic performance of student from different economic background.

The study adopted the survey research design and randomly enrolled participants in the study. A total of 150 responses were validated from the enrolled participants where all respondent are economics students of some selected secondary schools in Ovia North East Local Government Area of Edo state.

**5.3 Conclusions**

Based on the findings of this study, the researcher made the following conclusion.

* The economic status of parents affects the educational performance of students.
* Parent’s educational status affects the educational performance of their children.
* Family size affects the student’s educational performance.
* Lack of educational facilities influences the educational performance of students.

**5.4 Recommendation**

Based on the responses obtained, the researcher proffers the following recommendations:

* Parents should as a matter of necessity intensify their efforts at monitoring and showing more interest in their children’s academic activities.
* Ministries of education, school administrators, and the local authorities should come up with frequent community based forums that are specifically structured toward enhancing parental participation in their children’s education. In this forum, parents should be highlighted on the importance of education not only in the child development but also for community growth.
* Policy on should be formulated and adequately implemented concerning parents who never attained any formal education to get the opportunity. This policy need to be effectively introduced in rural area.
* The three tiers of government should help to improve academic achievement of students in Nigeria, by extending educational support in form of adult literacy programmes to uneducated parents in the country.

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**APPENDIXE**

**QUESTIONNAIRE**

**PLEASE TICK [√] YOUR MOST PREFERRED CHOICE(S) ON A QUESTION.**

**SECTION A**

**PERSONAL INFORMATION**

**Gender**

Male [ ]

Female [ ]

**Age**

10-12 [ ]

13-16 [ ]

17-19 [ ]

**Class**

SS1 [ ]

SS2 [ ]

SS3 [ ]

**SECTION B**

**Please tick [√] your most preferred choice and avoid ticking twice on a question.**

**Question 1:** Does the economic status of parents affect the educational performance of student?

|  |  |
| --- | --- |
| **Options** | **Please Tick** |
| Yes |  |
| No |  |
| Undecided |  |

**Question 2:** Does parent’s educational status affect the educational performance of their children?

|  |  |
| --- | --- |
| **Options** | **Please Tick** |
| Yes |  |
| No |  |
| Undecided |  |

**Question 3:** Does the family size affect the student’s educational performance?

|  |  |
| --- | --- |
| **Options** | **Please Tick** |
| Yes |  |
| No |  |
| Undecided |  |

**Question 4:** Does lack of educational facilities influence the educational performance of students?

|  |  |
| --- | --- |
| **Options** | **Please Tick** |
| Yes |  |
| No |  |
| Undecided |  |