**THE PARENTAL STATUS AND ACADEMIC PERFORMANCE IN SECONDARY SCHOOL**

**ABSTRACT**

This project work was undertaken to survey the influence of socio-economic background in the academic performance of students a case study of some selected secondary schools in Ikeja local government area of Lagos State. To find solution to the problems, which give to undertaking the survey questionnaire, were raised to check influence of socio-economic background on the academic performance of students in some selected public secondary school in Ikeja local government area of Lagos state. From the findings it was discovered that socio-economic performance of students in Ikeja local government area of Lagos state are affecting the students. Recommendation was therefore made as follows: the local education Boards in Ikeja should conjunction with the principals of the various school provide adequate educational facilities in schools (such as a well-stock library where the students who cannot afford the necessary textbooks and other material can borrow; Guidance and counselling service should be intensified in schools so that students could be shown and taught how to succeed despite all odds; Parents should be intimated with the adverse effects of having many children and also they should be encouraged to practice family planning, among others.

**TABLE OF CONTENTS**

**ABSTRACT**

**CHAPTER ONE**

**INTRODUCTION**

1.1 BACKGROUND OF THE STUDY

1.2 PROBLEM STATEMENT

1.3 STUDY OBJECTIVES

1.4 SIGNIFICANCE OF THE STUDY

1.5 STUDY QUESTIONS/HYPOTHESES

1.6 SCOPE AND LIMITATION OF THE STUDY

1.7 DEFINITION OF TERMS

**CHAPTER TWO**

**REVIEW OF RELATED AND RELEVANT LITERATURE**

2.1 INTRODUCTION

2.2 CONCEPTUAL CLARIFICATIONS

2.3 THEORETICAL STUDIES

2.4 EMPIRICAL STUDIES

2.5 RELATED LITERATURES

**CHAPTER THREE**

**RESEARCH METHODLOGY**

3.1 RESEARCH DESIGN

3.2 STUDY AREA

3.3 SOURCES OF DATA

3.4 POPULATION OF THE STUDY

3.5 SAMPLE SIZE DETERMINATION

3.6 INSTRUMENTATION

3.7 RELIABILITY AND VALIDITY OF INSTRUMENT

3.8 METHOD OF DATA ANALYSIS

**CHAPTER FOUR**

**DATA PRESENATATION, ANALYSIS AND INTERPRETATION**

4.1 DATA PRESENTATION

4.2 DATA ANALYSIS

4.3 DATA INTERPRETATION

**CHAPTER FIVE**

**SUMMARY, CONCLUSION AND RECOMMENDATION**

5.1 SUMMARY

5.2 CONCLUSION

5.3 RECOMMENDATION

**REFERENCES**

**APPENDIX**

**CHAPTER ONE**

**INTRODUCTION**

**Background Study**

The development of any nation or community depends largely on the quality of education of such a nation. It is generally believed that the basis for any true development must commence with the development of human resources (Akanle, 2007). Hence formal education remains the vehicle for social-economic development and social mobilization in any society. The difference between developed and developing nations is not on the basis of colour, race or any other criteria, but on the basis of education and knowledge. Even in a society itself, people are differentiated on the basis of the quality of education, received by them (Mumthas, 2006). Education therefore has an immense impact on the development human society. It is through education that knowledge and information is received and spread throughout the world. In other words “without education, man is as though in a closed room and with education he finds himself in a room with all its windows open towards outside world” (Khan, 2003). Parents play an immense and significant role in the academic performance of their children. Educated parents would have increased emphasis on educational excellence. Educated parents are equipped by virtue of their education to take cognizance of the fact that parent- student- school- community relationship is important in order to promote educational attainment and academic achievement of their children and so they make the partnership a priority (Okantey, 2008).

Parent has vital roles to play in the life of a child. The involvement of a parent on a child determines the future of such child. Parenting involvement is a catch-all term for many different activities including at ‘home,’ good parenting, helping with homework, talking to teachers, attending school functions, through to taking part in school governance. When schools work together with families to support learning, children tend to succeed not just in schools but throughout life. To say the fact, the most accurate prediction of a student’s performance in school is not income or social status, but the extent to which that student’s parent is able to create a home environment that encourage learning and to express high expectations for their children’s achievement and future careers.

Academic achievement is directly related to students’ growth and development of knowledge in an educational situation where teaching and learning process takes place. Academic achievement is defined as the performance of the students in the subject they study in the school (Pandey, 2008). Academic performance determines the student’s status in the class. It gives children an opportunity to develop their talents, improve their grades and prepare for the future academic challenges. Parental involvement in promoting children’s school success has been identified as a vital factor affecting students’ academic performance in school. In particular, various aspects of parental involvement although, 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).

Family is the primary cell of society where the child's upbringing must begin since his birth, still in cradle. According to V. Hugo, the person's principles established since childhood are like letters engraved in the bark of a young tree, which grow, enlarge with it making its integral part. Therefore, right beginning makes the most important part of upbringing/education. Nobody ever said that children were easy to rise. They don't come with guidelines or instructions, and they certainly don't come with a pause button (I've looked!). What they do come with is a crucial set of physical and emotional needs that must be met. Failure of the parents to meet these specific needs can have wide-ranging and long-lasting negative effects (Christheisen, 2009). This is because parent in the home are children first teacher. As a child move from infant to toddler and then to a pre-schooler, he learns how to speak, listen, write and read which latter develop the child to achieve academically.

The influence of parents on children school performance is well documented in numerous studies. Gadsden (2003) says greater parental involvement at early stage in children’s learning, positively affects the child’s school performance including higher academic achievement. Harderves (1998) review that family whose children are doing well in school exhibit the following characters:

• Establish a daily family routine by providing time and a quiet place to study with the children and assigning responsibility for house hold chores.

• Monitor out-of-school activities, for example setting limits on television watching, reduce time of playing, monitor the groups of friends the pupils walk with.

• Encourage children’s development and progress in school; that is maintaining a worm and supportive home, showing interest in children’s progress at school, helping him or her with homework, discussing the value of a good education and future career with children.

Upon thi2qq23j s background, this study sets out to investigate the parental status and student academic performance in Lagos State secondary schools.

**Statement of the problem**

The role of a parent to a child at any given time cannot be over emphasized. The home is very germane and crucial to a child’s well-being and development in later life. Izzo et al (1999) studied 1205 US children from kindergarten through to grade 3 in a 3 year longitudinal research programme. Teachers rated four forms of involvement; frequency of parent-teacher contact; quality of parent teacher interaction; participation in educational activities in the home; and participation in school activities. These factors, as well as family background variables were examined to find any relationship they might have with school achievement as indexed by school grades. Consistent with other studies, Izzo et al showed that all forms of parental involvement declined with child’s age and that involvement in the home ‘predicted the widest range of performance variance. In another longitudinal study, Dubois, (1994) showed that family support and the quality of parent child relationships significantly predicted school adjustment in a sample of 159 young US adolescents (aged 10 –12) followed in a two year longitudinal study. At-home parental involvement clearly and consistently has significant effects on pupil achievement and adjustment which far outweigh other forms of involvement. When schools work together with families to support learning, children tend to succeed not just in school, but throughout life. The challenges of single parenthood, family crises and the ever increasing involvement of women in various areas of community and national development makes one to ask questions as to whether parents are still able to be committed to their wards; or whether they are putting enough efforts towards effective learning and performance of their children.

The foregoing discussion had established that socio – economic status and host of other factors relating to home environment of students, such as educational background of parents, health status of students, parental occupation and family size could have effects on children academic achievement.Given the importance of education to development, why then it is not taken seriously as indicated by low pass rates. What then mainly determines academic performance in the specific case of secondary school students in Lagos State? Well, in factual context, many ideas come to mind if we think why some students perform better than others: is it because they study more at home? Do they have a higher capacity to learn? Does the personal background, way of life and environment of the student favour his/her performance?

**Research Questions**

In addressing this problem, the following research questions will be raised:

1). to what extent is the effect of parental socio – economic status on students' academic performance?

2). what is the effect of parental involvement on student academic performance?

3). is there any impact of family background on students' academic performance?

4) What is effect of parent authoritativeness on student academic performance?

**Research Objectives**

The purpose of this study is to investigate the parental status and academic performance in secondary school. Specifically, it seeks to find out;

1). the effect of parental socio – economic status on students' academic performance.

2). the effect of parental involvement on student academic performance.

3). the impact of family background on students' academic performance.

4).the effect of parent authoritativeness on student academic performance.

**Research Hypotheses**

The following research hypotheses will be tested:

1). There is no significant relationship between parental socio – economic status and students' academic performance.

2). There is no significant correlation between parental involvement and student academic performance.

3). There is no significant relationship between family background and students' academic performance. 4). There is no significant influence between parent authoritativeness and student academic performance

**Significance of this Study**

It is envisaged that the findings of this study may expose some factors that might be responsible for poor performance of students in school. The identified areas where government at different levels could come in will be brought into focus in other to bridge the gap of educational attainment of children of low and high income earners in the society. The importance of achieving the objectives of education programme among the general populace cannot be over emphasized. A researcher, Laosa, (2005) had posted as follows: "The educational achievement gap has deep root; it is evident very early in child's lives; even before they enter schools. Socio–economic differences – such as health and nutrition status, home environments that provide access to academically related experiences, mobility rates, and financial assets can certainly influence academic achievements" (Laosa, 2005). The responsibility of training a child always lies in the hand of the parents. This is congruent with the common assertion sociologist that education can be an instrument of cultural change which is being taught from home is relevant in this discuss. 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. Whatsoever affect the development environment of children would possibly affect their education or disposition to it. The outcome of this study will no doubt serve as a means of enlightening on the relevance of parental status and student academic performance in Lagos State secondary schools.

**Scope and Limitations of the Study**

This study focuses on the issue of parental status and student academic performance in Lagos State secondary schools. Sourcing of good materials for literature review, limited finance, time frame and other logistics will pose hindrance to the study.A problem with surveys of this kind is that the survey or instrument is limited to the responses and the time each respondent put into their answers. Some respondents might have answered all the questions thoughtfully and some might have answered quickly providing little (most especially the student) information about the processes used in their school.

**Definition of Operational Terms**

In this study the following terms are used as defined below:

Educational Resources are the materials use for teaching, learning, research that support the creation, delivery, use and improvement of learning content, searching and learning management systems, content development tools and on-line learning such as computer, textbooks, laboratory equipment’s, chalk, television and any other tools, materials or techniques used to support access to knowledge.

Parent involvement, in general, refers to parental interactions with the schools and with their children in order to encourage academic progress and offer support with school activities (Hill & Tyson, 2009).

Human Resources are knowledge, skills, attitudes, physical and managerial efforts required to manipulate capital, technology and land amongst others to produce goods and services for human consumption (UNESCO, 1990).They are students, teaching staff, non-teaching staff, bursar, librarian, laboratory attendants, clerks, messengers, gatekeepers, gardeners and cooks as well as educational planners and administrators.

Teacher: A teacher is a person who provides education for pupils (children) and student (Adults). The roles of teacher are often formal and on-going carried out at a school or other place of formal education

Academic performance is the ability to study and remember facts and being able to communicate your knowledge verbally or down on paper.

Education can be referred to as an act or process of developing and cultivating, (whether physically, mentally, or morally) ones mental activities or senses; the expansion, strengthening, and discipline, of one’s mind, faculty, etc.; the forming and regulation of principles and character in order to prepare and fit for any calling or business by systematic instruction

Public School: These are school that are funded by government and are not based on the ability to pay privately instituted fees.

Research: This is the orderly and systematic investigation of a phenomenon for the purpose of adding to knowledge.

Evaluation: This involves the general weighing of the value or worth of something in terms of the objective sought or in comparison with other programs, curricula, organizational schemes

**CHAPTER TWO**

**REVIEW OF RELATED LITERATURE**

**2.1 Introduction**

This chapter is concerned with the review of related literature on the study. This review shall be presented under theoretical conceptual frame work, empirical studies and summary.

**2.2.1 Theoretical Framework**

The review is organized under the following headings and sections

Orhungur (1990) asserts that the socio-economic status of the family determine the type of education the child will receive from the parents and level of sophistication the child attains in habits, attitudes, and values. High income or prestige families tend to send their children to high prestige schools.

He further explained that “ a low income family with plenty of feeding problems may produce children whose physical and mental development pose real challenges to the schools effort at optimum development of the child” Commenting on this Coleman(1999) said that the last single predictor of children’s performance in school is the child’s family standard. This assertion according to Coleman (2000), it is the families that first exposed the child to educational activities such as videos, books and many others that help educate the child.

However, some researchers have classified parents’ socio-economic status into different categories. According to Toullators (1998) named as high, middle and low levels socio-economic statuses. He established that, children whose parents are well place in the society scored substantially higher in physics than those from the lower socio-economic group. Agreeing with this classification, Hurlock (2003 page 32) also establish that children of the higher socio-economic group tend to be creative than those of the lower groups. The former, for the most part are brought up under democratic training methods, while the later are far more likely to experience authoritarian training.

Sexton (1998) in his own study said that children from poor homes are handicapped some time by the high rate of sickness and poor rate of attendance at school. He went further to say that, the type and native of home environment into environment in turn affect the child academic performance.

A high socio-economic environment according to Bankies (1997) did to encourage a favorable response to school activities which eventually lead to good academic performance. This according to him was possible since there were enough funds to help provide the necessary educational incentives. He then concluded that, poverty could exert great influence on school performances, through malnutrition and other poor condition that could influence the child’s ability to learn. The underfeeding of the child as a result of family income can affect performance in school subjects Mayard and Bankies (1998). He went ahead saying that, home condition such as noise, poor accommodation, poor lighting for reading and lack of educational materials adversely affect the child’s performance.

Mugrave (2002) held that high income enabled parents to give the children the physics materials that money could buy. He was of the opinion that a child who lived in pleasant surroundings and was provided with educational toys, was sent to private school that have a high staffing ratio, could benefit from the resources the parents posses.

According to Krass and Panache (2001) high station parent encourage their children to receive education more frequently than do lower status parents, moreover, parents who are well to do, or are economically sound can afford to provide effective and proper education for their children. This they can do by sending their children to good schools with qualified teachers and enough teaching aids.

Copel (2003) observed that, generally, children’s academic performance relates to their parents socio-economic status is measured informs of income, occupation and household possession.

Most children as stated by Mayard (1998), whose parents are financially handicapped, can develop psychologically neurosis such as anxiety and stress which can lead to frustration and consequently affect their children in their performance in physics.

As reported from the study project of Wisconsin high school students by Swell (2001), the result indicates that children from upper and middle socio-economic background perform better than those students from the lower socio-economic background.

Jaros (1998) confirms that, the relationship of socio-economic status of parents is always consistent. The expectation that children from high socio-economic class will succeed that children from high socio-economic class will succeed becomes “self fulfillment prophecy” helping the children attain their expectations, Happer and Raw (2000). As stated by Adesina (1998), if home fails to provide the child with the necessary equipments to fit him into the proper place in the society, then, the future of the child is damaged. Beside that unstimulating environment and lack of culture and sophisticated facilities experienced by many lower social status family, also act as powerful factor that influence the educational progress of their children. The children in such situations may find themselves in a social environment that may place little or no stress on the importance of education.

However, it is worth nothing for the student from lower economic background, to hold anti-school and anti-educational attitude which is shown even before coming to school. They only go to school because of continuous reinforcement from parents and siblings Menly (2002).

**2.2.2 Conceptual Framework**

Parents Educational/Occupational Status:

Some of the views and comments given by educationists and researchers concerning this topic, supporting the fact that the influence of parents educational background has on the performance of their children academic performance, Good and Brophy (1999) remarked that, “Parents who are well educated generally value education and expect their children to become well educated perhaps better than themselves”.

This desire spurs the parents to encourage their children to learn, performing better in physics examination. From the above statement, we notice that the educational awareness created in parents often influence their children’s performance in physics.

Coming (1998) observe that, the higher the educational level of the parent attained, the higher the level of their aspirations as well as their children’s school performance.

Ogundale (2002) agreed that parents’ literacy is related to children’s academic performance. According to him, literate parents who know the value of education teach their children how to count and learn names of things before going to school. This serve as a good foundation and it gives the child a greater opportunity to perform well in school subjects such as Physics.

Worth (2002) in his study background of gifted children is fare above the average of their generation. He stated thus; in the majority of cases of gifted child’s background both the parents are graduates of high school and in far most cases than in the population at large, the parents are college graduates. Despite the fact that the child’s performance in school is influence by the parent educational background, the parents bear no blame as pointed out by Shank (2002).

Based on this, it is now clear that the disadvantaged parents do not deliberately do anything to assist their children’s intellectual or mental development.

This disadvantaged parent want the same kind of things as the advantage but lack resources and knowledge to enable them accomplish their desire.

According to Good and Brophy (1998) the disadvantaged children unfortunately have limited knowledge which very short sighted and leads to poor performance in physics. He then concluded that, it is this lack of knowledge on education that gives the children of the advantaged an edge over their counterparts from their disadvantaged background.

As observed by Tyler (1999) children of educated elites pattern themselves upon their parents through language and to facilitate adjustment strategies at school. In supporting this fact Kraux (2002) said that there is high relationship between the educational level of the parents and educational aspirations of the children. If the parents’ educational background is low, there is every tendency that the child will not realize the usefulness of being educated which may influence his performance in physics. Backing this argument Ryan (2002) found that, parents who have little formal education are likely to be tolerant or accepting their children being enrolled in school than uneducated parents. This then implies the education of parents is positively related to the educational performance of their children.

Home Situation / Parents Attitudes

The attitude parent’s exhibits towards education also influence students’ academic performance in school (James 2001). As a result Psychologist has carried out studies to show that students’ performance in physics and other school subjects is influenced by their parent attitude.

Considering the fact that favorable attitude and actions by parents are crucial for performance of their children, Douglas (1997) attempted to show that children, whose parents are interested in their educational welfare, tend to pull ahead of the rest from their inertial starting ability. His study showed that children who are encouraged in their work by their parents are advantaged in relatively high scores and this motivates them to perform well in school subjects.

Parents who have not only left their school days behind but who also lack any further desire to learn or to continue their education demonstrated to their children, their lack of interest in education. As such, children from such parents generally score low in physics. However, parents who interact with their children in a variety of ways shows that, good performances are admired and appreciated and are likely to encourage competencies in their children. This is true when considering the fact that the amount of encouragement and interest shown by parents affect to a large extent the performance of their children.

Wikings (1998) in support of this said that how much a child performs during his school days is largely dependent to the kind of family to which he belongs. A child whose parents take great deal of interest in what he does at school and support him to take lots of creative hobbies, have great advantages on the child whose parents do not give such kind of attention. Children are overworked at home, they might become tired to such an extent that, they would not even think of reading their books but may be always sleeping while the lesson is going on. “This shows that, parents assigning too much work for their children affect their academic performance.”

Family Size:

It is through the family that the child comes to make the very important identifications with social class, religion and ethnic group culture. Indeed the family influences the child’s self perception.

Orhungur (2003), asserts that the family continues to exercises a strong influence on a person throughout his life. In Nigeria for instance, the family is the most significant group to which one is attached for his / her whole life. He adds that, the child’s success or failure in life often has their roots in the family, whether be it nuclear or extended family. In Nigeria, we believe very much in the extended family and the extended family is very much involved in the training or generally upbringing of the child.

Eyake (1997) quoted hammelwelt who argued that educational aspiration is influenced by the family size. According to his findings, boys from small family size had better chance of gaining admission into grammar school than boys from larger families. Eyake (1997), shared the words of Thomson that family size affects the educational upbringing of the child. Adding that children from small families are more likely to adopt adult values and attitudes than those from large families, parents with fewer children tend to expect more from each child than to parents with many children. From the above, it may conclude that there is a correlation between family size and educational upbringing or performance. If the size of the family of the family is small, it is easier to control such a family and to manage the available resources. It may also be easier to pay close attention to each member of the family than the case with larger family size.

School environment:

A student educational outcome and academic success is greatly influenced by the type of school that they attend. School factors includes school structure, composition and school climate. The school one attends is the institutional environment that sets the parameters of a students’ learning experience. Depending on the environment a school can either open or close the door that leads to academic achievements. Crosnoe, Johnson and Elder (2004) suggested that school sector (public or private) and class size are two important structural components of schools. Private school tends to have better finding and smaller class size than public school (Crosnoe et al 2004). The additional funding of private schools lead to better academic performance and more access to resources such as computers which have shown to enhance academic achievement (Crosnoe et al 2004, Eamon 2005). The relative social class of a student body also affects academic performance (Eamon, 2005). Students from low socio-economic background who attend poorly funded schools do not perform as well as students from higher social classes (Eamon, 2005).

Portes and Macleod (1996) carried out a similar research and found out that socio-economic variables continues to influence educational attainment even after conducting for different school types, the school context tends to affect the strength of the relationship between socio-economic status and educational outcomes.

Buckingham (2000) was of the opinion that students from independent private schools are likely to achieve higher ends of school scores. While school related factors are important, there is again an indirect link to socio-economic status as private schools are more likely to have more students from high socio-economic status families, selected students with stronger academic abilities and have great financial resources.

Sparkes (1999) in his contribution stated that the school effect is also likely to operate through variation in the quality and attitudes of teachers.

Ruge (1998) was of the opinion that reaches at disadvantaged school for instance always does their job reluctantly and thereby compound low expectation of their students. Also related to poor performance is the level of truancy tends to be higher among students from low socio-economic background. Truancy even occasionally is associated with the poorer academic performance at school Sparkes 1999).

Students from non metropolitan areas are more likely to have lower educational outcomes in terms of academic performance and retention rates than those students from metropolitan areas (Cheers 1990). In essence, issues affecting education in regional areas includes cost, the availability of transport and level of family income support.

Peer influence:

Peer group are important socialization agent. Participation in peer group activities is a primary stage development and adolescents’ identities are often closely associated with that of their peers (Santor et al (2000). Because peer groups area key point of the developmental process they can have a negative effect on young people due to peer pressure and peer conformity. Higher degrees of peer pressure, which is the pressure from others to participate in certain activities and peer conformity which is the degree to which and individual adopts actions that are sanctioned by their peer group have. Shown to increase the likely hood o risk taking behaviors’ such as substance abuse, and sexual activity (Santor et al, 2002). These risk-taking behaviors indirectly affect school performance in a negative way (Santor et al, 2002)

Family background is key to a students’ life and outside of school is the most important influence on students learning and includes factors such as socio-economic status of the home, sale parents, household, divorce, paventing, practices, aspiration and material characteristics’, family size and neighborhood (Majoribank 1996).

The environment at home is a primary socialization agent and influences a child’s interest in school and aspiration for the future.

The socio-economic status of a child is most commonly determined by combining parents educational level, occupational status and income level (Jeynas 2002) studies have repeatedly found that socio-economic status affects students outcomes (Bharudin and Luster 1998, Jeynas 2002, Eamon 2005, Hochs child 2003 Mcneal 2001, Seafried 1998). Students who have low socio-economic status earn lower test scores and are more likely to drop out of school. Eamon 2005, Hochschild 2003). It is believed that low socio-economic status negatively affects academic performance because low socio-economic status prevent access to vital resources and creates additional stress at home (Eamon 2005, Majoribanks 1996, Jeynes 2002).

Nwarike (1991) stated that because of poor socio-economic background of some families, their children prefer to drop out of school to become apprentices in the jobs they are not talented just to enable them earn a living. With these it is clear that the home has a lot not only on academy but also on the social economic and political life of that child.

Copel (2003) stated that generally children’s academic performance relates to their parents socio-economic status as measured inform of income, occupation and house hold possessions. To copel, the income and occupation of the parents has a relationship to the academic performance of their children. As occupation is based on educational attainment of the parents, it therefore entails that the educated parents holds better occupations in the society. According to him the household possession like radio, television, computer, telephone, well stuffed home libraries e.t.c, boost the child’s academic performance.

Previous research has shown that children from single parents’ households do not perform well in school as children from two parent households Majoribanks 1996). There is several explanation responsible for this achievement gap like less income, lack of support which increases stress and conflict Majoribanks 1996). Lack of qualitative time with their children (Rich 2002). This reduces supervision of school work and maintaining appropriate level of discipline. Spackles (1999) argued that is more detrimental when children is sole families also experience a range of other risk factors such as low income.

Divorce has also been found to negatively affect academic performance (Jeynes 2002). William (Jeynes 2002) found that students whose parents had divorced were among those who scored lowest on standardized test. Possible explanations for this relationship are that divorce can cause a family’s socio-economic status level to decrease and parental connections harmed (Jeynes 2002, Majoribanks 1996). Students from broken homes are often moshed by wrong peer group association, mental imbalance, exposed to risk, and they don’t have self esteem.

Research shows that supportive and attentive parenting practices positively affect academic performance (Eamon, 2005). The effect of parental involvement their children’s school has an academic performance is less clear (Domina 2005). Parental involvement in their school has been linked to both positive and negative influences on academic performances (Domina. 2005, Mcneal 2001). Explanations for this discrepancy are not conclusive.

High parents’ aspirations have been associated with increasing students’ interest in education (Majoribanks 2005). In most poor homes, where the parents are uneducated, their aspirations are normally not always in line with what the school up holds. It is unarguable that sum uneducated parents send their children to school just because people are sending their children to school while the educated parent know the reason and the value of education in the life of their children. Thus they know how to go about making them what they want them to be in future.

Good and Brophy 1998 P.485). In their contribution on the issue of parents educational attainment and occupation as it affects the child’s academic performance state that parents who are well educated value education and expects their children to be well educated perhaps better than themselves. Educated parents aspire the peak for their children educationally.

Materials characteristics are another key factor that affects academic performance Baharudin and Luster 1998, Eamon 2005, Majoribanks 1996). Mother’s who are more educated and have high self esteem children higher test scores (Baharudin and Luster 1998, Eamon 2005). Also mothers who delay child bearing have been shown to provide move “cognitively stimulating” and supportive environment at home which has a positive effect on school performance (Eamon 2005).

Smaller family size has been linked with higher academic performance or achievement (Eanon 2005, Majoribanks 1996). Students with fewer siblings are likely to receive more parental attention and have more access to resources than children form large families. The additional attention and support leads to better school performance.

**2.3 Empirical Studies**

To further explain how the influences of parents on the academic performance of their children, some researchers have mentioned some contributing forces that explain the differences in performance of students in the following ways:

Barry Jennifer (2005), in her study on the effects of socioeconomic status on students’ academic achievements in Asia. The researcher used four hypotheses for the study. Composite test scores of tenth grade students from the Educational Longitudinal of 2002 were examined using a four part model which includes a total of 180 students’ role performance, school, and family and peer factors. Ordinary least Squares analysis indicates that the strongest predictor of student test scores in socioeconomic status, resulting in a statistically significant increase in the standardized coefficient of 0.224 points. These results support previous research and possible directions for public policy were given.

Ogunshola Femi and Adewale A,M(2012), who conducted statistical analysis on the relationship between home-based environment factors and the academic performance of students in selected secondary schools within a local government area in Kwara State was investigated. Samples were obtained with one hundred and eighty (180) students randomly selected from three secondary school. Diverse statistical tests were performed on the various data collected to establish statistical significance of the effects on students’ academic performance. Parental Socio-economic statuses and parental educational background did not have significance effect on the academic performance of the students. The two variables that indicated significant influence do reflect nature of the students’ home environment and played notable role in the academic achievement of the respondents. The recommendations made were that government could intervene to raise level of academic achievement among students in rural area.

Akahomen, Dora, O, Emuhi, Justina O and Igun Sylvester Nosakhare, (2012), in a study conducted in their quest on the effects of Socio-economic background of parents on students’ academic performance in English Language. It is within this milieu that this study examines Socio-economic factors influencing students’ academic performance in Nigeria, with some explanations’ from Igueben local government area of Edo State. Senior secondary school year English promotion result was used. The population of the study was the entire secondary schools. A total population of 54 copies of questionnaire was administered to respondents. The study revealed that insufficient parental income, family type and lack of funding by government are factors influencing students’ academic performance. Based on these findings, certain recommendations were made towards improving students’ academic performance, prominent of these include proper funding of education by government, sensitization of parents towards their children education and the support of NGO’s to eradicate poverty.

Olufemi Adewuyi (2009), carried out another study to examined family background and students’ academic performance in Lagos State secondary schools. The sample of the study consists of 280 students from ten randomly selected schools in Ikeja/Isolo /Osodi local government Area of Lagos State. This comprised 160 males and 120 females. A student questionnaire on Family background on students Academic Performance (FBOSAP) of 28 items divided into two sections which was developed by the researcher was used for the study. Five hypotheses were formulated for the study. The findings of this study confirmed the first four hypotheses while the fifth hypothesis was rejected because the findings did not confirm it. The data were analyzed on the basis of percentages and t-test. Although since all the hypotheses tested on family background and students academic performance; implications for counseling yielded a positive result, the following recommendations were made. That a larger sample that will cover both rural and urban areas should be used for further investigation.

Mohammed Umaru, Mohammed L . Maina and Sule Amed Askira (2010), in their survey to investigate factors responsible for students’ dropout in Borno State secondary schools. Seven (7) research questions were formulated to guide the research. The subjects used for the study consist of one hundred (100) respondents. Random sampling techniques were used. The instruments used during this study were the questionnaire and past records, simple percentage score was used to analyze the data collected. Based on the analysis, the following findings revealed that home background factors, personality of the child and school environment were responsible for the dropout syndrome. On the basis of the findings the researcher recommended among others that subject specialist teachers, administrators and all those responsible for the curriculum at secondary school level should ensure that the curriculum contents are accurately presented and systematically taught to ensure easier assimilation of knowledge and intellectual trauma.

**2.4 Summary**

From the review of literature, ii is apparent that family background and educational performance of students’ have been seen from different perspectives. From socio-economic status of parents, it has been seen students from poorer background have worse educational attainments than parents who are well educated themselves generally value education and expect and desire students to become well educated perhaps better than themselves. Children of educated parents are naturally more intelligent than those of uniformed parents. Occupationally, parents who are unskilled workers take little interest in their children’s school work, have large families and infact lacks all that needed for child’s educational performances. Home situations, such as broken homes, malnutrition, and ideal environment e.t.c have far-reaching effects which tend to influence educational performance. It is also noted that family size has grossly effect on child’s educational performance. The larger the size of the family, the lower the child’s educational abilities. This is true because the larger, the greater the responsibility.

It is interesting that so much effort had earlier been done in other places, to investigate the effect of family background on the child’s educational performances.

From the empirical review of the family background on students’ educational performance in school. It was understood that studies earlier carried out support the fact that family background has an adverse effect on the educational performance of students’ particularly when the background in a family is negative.

This review will therefore encourage the researcher’s interest in the topic especially as it has provided working tools for the work. The review would therefore; serve as motivation and guide to the researcher’s attempt in finding out the effect of the family background in the child’s educational performance particularly it affects our own local environment.

**CHAPTER THREE**

**METHODOLOGY**

**3.1 Introduction**

This chapter deals with the research design, area of study, population, sample and samplings instrumentation, validation of instruments, method of data collection as well as method data analysis.

**3.2** **Research Design**

The research design adopted for this study was the survey method. According to Kerhinger in Agbe (1999) defines a research design as the planed structure and strategy of investigating conceived so as to obtain answers to research questions and control of variances are the basic tasks of a research design.

Survey design required that data are typically collected through questionnaires, interview or observation of a particular time, from a sample for the purpose of describing the population represented by the sample of that particular point in time.

Thus, the researcher used the survey design to ascertain whether the selected variables have any significant relationship on educational performance on students. By using this design, the researcher will sample from the population that can allow inferences from generalization to the total population.

**3.3** **Population**

The study population of the local government comprise of 42 secondary schools with a total number of 1,600 SSI physics students. Hence, the study population involved senior secondary schools (SSI) students from five selected schools in the area. A total of 80 students were drawn from the list of the five schools, with 16 students from each school. The selected schools were chosen on the basis of their location (urban or rural), mixed or single sexed and whether they are boarding or day schools.

* 1. **Sample and Sampling**

The selection was done by stratified random sampling technique. First, the list of (SSI) students from the respective schools were obtained, and thereafter, numbers were assigned to the names. Ninety students were randomly selected from each of the schools, thus one hundred and eight (180) students came under the study. Random sampling was used for convenience in the selection of schools and respondents using table of random number. In the selected schools, three consecutive ends of term examination results were obtained for twenty students from senior class III, Information relating to parental background and students.

**3.5 Instrumentation**

For the purpose of this study, a research-questionaire was developed and used to obtain necessary information for the research work. Based on the number of questionnaire administered, the researcher collected the students’ last term results from their respective schools. The results collected was used to judge the students’ performance based on their family background.

In addition, the researcher administered a test to some of the students being sampled to further strengthen the results from the schools. The questionnaire administered contained two parts that is part “A” which gave information about the students’ family background. And part “B” which also gave some information on how parents relate with children at home and their effect.

**3.6 Validation of Instruments**

The instruments were constructed by the researcher and given to the supervisor of this project work and two other experts in science education for validation. This was to ensure the validity of the instruments as the removal of certain ambiguity that characterized the instruments.

**3.7 Method of Data collection**

At the completion of the questionnaire and test, the researcher personally collected filled copies of the questionnaires and the test scripts from the students. This method greatly reduced the rate of unreturned papers or scripts.

The test which had 5 questions provided a total of 10 points score with each right answer scoring 2 points each.

**3.8 Method of Data Analysis**

The data collected were analysed using frequency count, percentage for variables such as age and sex. The hypotheses generated from the beginning were tested using t – test, analysis of variance (ANOVA) and pair – wise turkey test comparison at 0.05 level of significance.

**CHAPTER FOUR**

**DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS**

**4.0 Results and Data Analysis**

The data collected is presented in tabular format for the purpose of analysing them to expose the major finding in conformity with the null hypothesis earlier generated. The data obtained were statistically analysed using the t – test; analysis of variance (ANOVA), pair – wise comparison using turkey test at 0.05 level of significance. The demographic data were presented using frequency and percentage.

**4.1 Demographic Data**

The demographic data of the respondents are shown in table I. This reveals that makes were 81 (45%), while ninety – nine (99) were female (55%). The age range the respondents were divided into three groups for convenience. Those respondents that fall within the age range of 11 – 14 years were thirty – two (32) which represent 17.8%, while 108 of the respondents fall within the age range of 15 – 18, giving 60%. Others fall in the age range of 19 and above which were 40 and 22%.

**TABLE I: Demographic data of the respondents**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **SEX** | | |  | | **AGE** | | |  | | **RANGE** | | |
|  |  | | |  | |  | | |  | |  | | |
|  | Male | | Female | |  | 11 – 14 | | 15 - 18 | | |  | 19 & above | |
| Frequency |  | 81 | | 99 | |  | 32 | | | 108 |  | | 40 |
| Percentag |  | 45 | | 55 | |  | 17.8 | | | 60 |  | | 22.2 |

**4.2 The Results of the Analysed Data on the Hypotheses**

The results of the analysed data on the hypothesis are given below:

1. Parental Socio-Economic Status: Parental socio-economic status has no significant effect on the academic performance of students as shown in the table 2

**TABLE 2: The mean scores of students in academic performance and parental socio-economic status**

|  |  |  |  |
| --- | --- | --- | --- |
| Source of Variation | N | X | S.D. |
| High | 67 | 53.4 | 12.06 |
| Low | 113 | 52.3 | 11.13 |

The mean score of student’s performance of high and low parental socio-economic statuses as shown in Table 2 reveals that parental economic statuses had no significant impact in student’s ability to perform well academic study. This is because the calculated t-value in 1.96. Therefore the null hypothesis of no significant influence is retained. Though the mean scores of students of high parental socio-economic study. This is because the calculated t-value is 1.96. Therefore the null hypothesis of no significant of no significant influence is retained. Though the mean secure of students of high parental socio-economic status. The mean difference of 1.10 was however not statistically significant. it can therefore be interfered that parental socioeconomic status might still be a factor that can influence student academic performance.

2. Parental Involvement: Parental Involvement has no significant effect on students’ academic performance. The result of t-test calculated in this respect is given in table 3.

**TABLE 3: Parental Involvement and mean scores of students’ academic performance**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Score of variation | N | X | S.D. | M.D. | DF | T-CAL | T-CRIT | DECISION |
| Involved | 108 | 59.8 | 13.11 | 1 | 178 | 1.22 | 1.96 | N.S. |
| Not Involved | 72 | 45.2 | 11.61 |  |  |  |  |  |

**NOTE**: N.S. means not significant at 0.05 levels

Result of the analysed data as shown in the table above reveals that the calculated t-value of 1.22 is less than the t-tabulated of 1.96. This implies that parental involvement has no significant influence on students’ academic performance in the study area, therefore the null hypotheses of no significant difference is retained. However, the mean scores of students from Involved parents were higher than scores of students from not-scores of students from not-Involved parents. This is an indication that parental Involvement still play minimal role in student’s ability to perform academically.

3. Family background: Family background has no significant effect on academic performance of students under the study. The results of the one – way ANOVA are given in Table 4 below.

**TABLE 4: The parental academic qualification and academic performance of students**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Source variation | SS | DF | MS | F-RATIO | F-CRIT | CONCLUSION |
| Treatment | 445.00 | 2 | 222.5 |  |  |  |
| Residual | 5127.27 | 177 | 28.95 |
| Total | 5570.27 | 199 |  |

Significant at 0.05 level, F = 3.00

Since the calculated F–value (7.68) is greater than the critical value (3.00), the null hypothesis is rejected at 0.05 levels at 2,177 degree of freedom. This means that family background has significant effect on students’ academic performance in school. The post – ANOVA pair–wise comparison was carried out to identify the specific pair(s) that was significantly different the

Table 5 is result of this analysis.

**TABLE 6: Academic mean scores of students in relationship to the parent authoritativeness**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Source of variation | SS | DF | MS | F-RATIO | F-CRIT | CONCLUSION |
| Treatment | 583.06 | 2 | 291.53 | 10.34 | 3 | S |
| Residual | 4987.21 | 177 | 28.17 |  |  |  |
| Total | 5570.27 |  |  |  |  |  |

Significant at 0.05 level: F= 3.00, since the calculated F- value (10.34) is greater than the critical F- value (3.00). The null hypothesis is rejected at 0.05 level of significant. This implies that parent authoritativenes as a significant effect on academic performance of the students.

Main impact of parent authoritativenes on students’ academic performance in school: The post ANOVA pair-wise comparison was conducted to isolate the specific pair (S) that was significantly different. The statistical analysis that reveals this assertion is given in Table 7.

**Table 7: Pair- wise t-test compassion of academic performance of students and various categories of parent authoritativenes**

|  |  |  |  |
| --- | --- | --- | --- |
| Group being compared | Mean differential | Group means | Table of value of studentised range (g) |
| Never Vs. Often | Differential | Means | 3.33 |
| Never Vs. Occasional | 61.0-51.1 | Nev. (51.1b) |  |
| Often Vs. Occasional | 61.0-50.9 | Oft. (50.9b) |  |

Note occ. = occasionally sick: oft. = significant at 0.05 level. df at 177: critical value of 3.32. Figures in parenthesis within the same column follow by same latter are not significantly different.

The table 7 above shows the pair-wise t-test method comparison of the mean scores of the treatment groups, i.e. the parent authoritativeness of students and the academic performance. Statistically there is significant difference between occasionally sick and each of the remaining two treatments in favour of occasionally however, there was a significant difference between never and often sick for achievement of standard performance.

**CHAPTER FIVE**

**SUMMARY OF FINDINGS, RECOMMENDATIONS AND REFERENCES**

**5.0 Summary of Findings**

The first two hypothesis i.e. academic performance of students in relationship to the parental socio-economic background and Involvement were not statistically significant.

However, the students’ mean score was observed to be higher with Involved parents and high socio-economic status compared with students from parents of low socio-economic status than the students from not Involved parents and low economic status. The last two hypothesis i.e. performance of students relationship to family background and student parent authoritativeness revealed statistical significant factors that affect the students’ academic performance. These two variables nonetheless indicate nature of home environment of students which necessarily affect academic performance.

The result of the two hypotheses which examined the parental socio-economic statuses and Involvement and the effects on students’ academic performance indicated that there was significant relationship. This finding differs from what was obtained by other researchers. Eze (2002), Craig Ronald (2003). Hill et al (2004) and Rothstein (2004) had asserted that status of parents does not only affect the academic performance of students but also make it impossible for children from low socio-economic background to compete well with their counterpart from high socio-economic background under the same academic environment.

They had also posited further that illiterate and semi-illiterate parents with feeling of inadequacy may not be able to their children out of different academic problems. Thus the academic performance of such children is greatly or significantly hindered. There are two possible explanations that could be proffered to account for the variation from the previous findings. Firstly, this research setting which is purely rural, there is very marginal difference in the socio-economic of the various parents. Secondly, it could be that the parents that were with low socio-economic background might be sufficient enlightened about the needed success of their children education in such a case, they assist and encourage their children to be adequately involved in their academic activities and hence provide them with basic needs that might enhance their performance. In the same community both categories knew each other and educating the children becomes competitive to close gap of disparity among the children in the same community.

In could generally be inferred that in spite of the none significance of the effect of the two factors being considered in the on-going discussion, it is apparent that the variables still play slight role in the students’ academic performance. This is because the m still play slight role in the students’ academic performance. This is because the mean scores of students from non –Involved and Involved on one hand and low socio – economic status and high status are still relatively different, (see tables 2 and 3).

The results of the third hypothesis as shown in tables 4 and 5 indicate significant influence of family background on students’ performance. This finding substantiate the earlier assertion of Rothestein (2004) and Hill et al (2004) who had opined that children who raised by parents with higher qualification are more inquisitive toward learning toward learning comp compared to those children from low educational qualification. Moreover, according to Craig and Ronald (2004) “Parental cognitive ability was substantially associated and parental education and parental occupation only trivially associated with offspring.

With regard to the finding on students’ parent authoritativenes where there is significant impact on academic performance, this finding does not differ from the works of some previous researchers. Adewale (2002) had observed that where nutritional status and health problems are prevalent, children academic achievement are hindered. Moreover, Levinger (Quoted by Eze, 1996) had noted that when a child gets proper nutrition and health care, the ability to interact with and take optimal advantage of the full complement of resources offered by any formal or information learning environment is enhanced.**5.1 Recommendations**

In view of the finding of this study, the following recommendations are here presented:

1. Social and economic policies should be put in place to enable children from parents of low economic status to have equal opportunity of advancing the cause of education of their children.

2. Health care services for lower class children should be made to narrow the gap of inequality in Nigerians and hence the attendant effects on the coming generation.

3. Parents who are not Involved or has low educational qualification should Endeavour to allow their children to attend remedial summer coaching provided by non – governmental organization during holidays to supplement the regular school programmed.

4. The need for the intake of balanced diet should be emphasized. The government can do a lot in this regard by providing mid – day fortified meal for the school – age children.

**5.2 Conclusion**

It can be reasonably inferred that socio–economic and education background of parents in this research setting is not significant factors in students’ academic performance. However, educational qualification of parents and parent authoritativenes of students are significant factors that affect the academic performance of students.

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**QUESTIONNAIRE**

Please tick in the appropriate spaces, the options that best fits your opinion.

**SECTION A**

**Gender**

Male { }

Female { }

**Ages in years**

11-14 { } 15-18 { }

**SECTION B**

Does your parents affords all your needs?

Yes { } No { } Not always { }

Do you pay your school fees on time?

Yes { } No { } Not always { }

Have you ever been sent home from school because of payment of any dues?

Yes { } No { } Not always { }

Do your parents buy all your textbooks and school materials you need?

Yes { } No { } Not always { }

Do you always bring lunch to school?

Yes { } No { } Not always { }

Do your parents help out during your assignment or home works?

Yes { } No { } Not always { }

Do you score high when your parents helps you with your assignment?

Yes { } No { } Not always { }

Are your parents always available to help you with your school projects?

Yes { } No { } Not always { }

Which of your parents help you out the most?

Father { } Mother { } Siblings { } Relatives { }

Do you always take your assignment to your parents?

Yes { } No { } Not always { }

Do your parents understand your assignment better than you?

Yes { } No { } Not always { }

Are your parents friendly or strict?

Friendly { } Strict { }

Do you think you will do better if your parents help you with your assignment or projects?

Yes { } No { } Not always { }

Are your parents always available to help you with your school projects?

Yes { } No { } Not always { }

Which of your parents help you out the most?

Father { } Mother { } Siblings { } Relatives { }

Do you always take your assignment to your parents?

Yes { } No { } Not always { }

Do your parents understand your assignment better than you?

Yes { } No { } Not always { }

Are your parents friendly or strict?

Friendly { } Strict { }

Do you think you will do better if your parents help you with your assignment or projects?

Yes { } No { } Not always { }

Do you skip classes when you are sick?

Often { } Occasional { } Never { }

How often do you miss school?

Yes { } No { } Not always { }