

**THE EFFECT OF SOCIO-ECONOMIC STATUS OF PARENTS
ON THE ACADEMIC PERFORMANCE OF PRIMARY SCHOOL
PUPILS IN OGUN STATE: A STUDY OF IJEBU ODE LOCAL
GOVERNMENT**

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**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL
EDUCATION, TAI SOLARIN COLLEGE OF EDUCATION
OMU-IJEBU, OGUN STATE, NIGERIA**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE AWARD OF NIGERIA CERTIFICATE IN EDUCATION
(NCE)**

NOVEMBER, 2021

CERTIFICATION

I certify that this research was carried out by **Jaiyeola Afolshade Victoria** with Matric Number **18012102001** of Primary Education, Department of Education Tai Solarin College of Education, Omu-Ijebu, Ogun State, Nigeria under my supervision.

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Date

DEDICATION

This project work is dedicated to the Almighty God, the omnipotent, omniscience, beneficent, merciful and the only one in which I put all my hopes.

I also dedicate this project to the memory of my late mother, Mrs. Oluwatoyin Jaiyeola, may she rest in perfect peace and may the good lord grant her eternal rest (Amen).

ACKNOWLEDGMENT

I give thanks to God Almighty the Ominipotent and Ominiscience for his guidance and protection over me throughout my stay in school, for seeing me through this project and for providing for all my needs at all times. Praise be unto him, the one and only the Alpha and Omega, the author and finisher of my faith, my sustainer and the source of my wisdom.

My gratitude goes to my handwriting ever ready supervisor Mr. Oyefuga for his constructive criticisms, guidance and understanding throughout the period of writing this project. I deeply appreciate his view that made this project a success and for his tolerance in granting me audience at the most awkward of times.

I really appreciate the efforts of the lecturers in our department for impacting good knowledge in me and all my mates. From my HOD, Mrs. M.T Bosede, Mr. Wale Yusuf, Mrs. A.Y Odunduga, Mr. Aminu, Dr. A.O Adesanya and my amiable supervisor. Mr. Oyefuga, D.A, I say a big thank you to you all.

My profound gratitude also goes to my parent Mr. and Mrs. O.O. Jaiyeola for the support, understanding and patience it took them to raise me to this stage.

Also to my sister and brothers for all their little contribution that made writing this project a lot easier, Jaiyeola Olayide, Jaiyeola Oladapo, Jaiyeola Abayomi and Jaiyeola Oluwabusayo. Thank you very much for your love, affection and understanding. I will always love you all.

My sincere appreciation also goes to my friends who stood by me, Olatunde Dorcas, Ogunnowo Funmilayo, Ajayi, Inioluwa, Ayeni Adetola, I say a very big thanks to you all and may God grant you all your heart desires. I love you all.

ABSTRACT

The study investigated the effect of socio-economic status of parents on the academic performance of primary school pupils in Ijebu Ode Local Government Ogun State. Survey and ex-post facto research design work was used to collect data on student socio-economic background and their academic performance respectively. The population of the study comprises of primary school pupils. Stratified random technique was used to select the primary schools and the students for the study. Simple percentage was used to analyse the research hypothesis. Conclusion drawn from the analyses indicates that parent socio-economic status influenced the academic performance of the students. Recommendation was made based on the findings. Such as: parents with high socio economic status to assist schools in area of educational developments. Government should introduce scholarship scheme to assist less privilege students, basic and social amenities to be provided in all public schools by the government to ensure that standard are maintained.

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CHAPTER ONE

1.1 Background to the Study

Education is the best legacy a nation can give to her citizens. This is because the development of any nation depends on the educational attainment of her citizenry and the quality of education of such a nation. Education does not only provide knowledge and skills but also inculcates values to students. It prepares individuals to be responsible citizen life. The cultural heritage and values are transmitted from one generation to another through education. The responsibility of training a child always lies in the hand of the parents. This is congruent with the common assertion by sociologist that education can be an instrument of cultural change which is being taught from home. It is then generally believed that socio-economic background of the parent has direct impact on the academic performance of primary school pupils.

Socio-economic status (SES) is often measured as a combination of education, income and occupation. It is commonly conceptualized as the social status or class of an individual or group. Low socio-economic status and its correlates, such as lower education, poverty and poor health, ultimately affect our societies as a whole. Research indicates that children from low social economic

status (SES) households and communities develop academic skills more slowly compare to children from higher socio-economic status group.

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 environment of children would possibly affect their education or disposition to it.

1.2 Statement of the Problem

The gap in performance between students and academic excellence constitute a great source of worry and serious concern as well as discomfiture to both parents, schools mangers, policy makers and various governments responsible for the education of students' in secondary school schools. Experience has shown that among the primary school pupils' there exist some differences which influence pupils academic performance, such as some pupils' are unable to pay school fees, some pupils have problem with the provision of school uniform, Likewise, some pupils were motivated by their parents through the provision of educational materials like text books and exercise books, some pupils' come to school properly

feed, others were not. One then wonder whether influence of family background had played a role in these issues.

In the light of this, the main problem of this search is to find out the effect of socio-economic status of parents on the academic performance of primary school pupils in Ogun State.

1.3 Purpose of the Study

The main objective of the study is to examine the effect of socio-economic status of parents on the academic performance of primary school pupils in Ijebu Ode Local Government Area of Ogun State. Specific objectives of the study include:

1. To investigate into the effect of socio-economic status of parents on the educational performance of pupils’.
2. To find out if social-economic status of parents influence their children academic performance.
3. To find out whether educational attainment of parent affect their pupil’s academic performance.
4. To find out the influence of family size on educational upbringing of the pupils.

1.4 Significance of the Study

The work of this nature when completed may help the parents to be aware of the effect the family has on children and how such affect the child positively or negatively in relation to their academic performance. From the available recommendations, they will be able to adopt measures of bringing up there in such a way that they will perform well academically

Similarly, it is likely to encourage parents to make their children relatively comfortable in schools. This study also could aid children of various families to be aware and bear in mind with their parents in ability to provide them with all the necessary requirements in schools. More so, educational and curriculum planners could be guided in planning the curriculum without rigidity to suit diverse cultural environments. In addition, the teachers would be aware that a cordial teacher parent relationship may in a way improve the influence of family background on the academic performance of a child in school. The research of this nature is likely to help the state, nation and the world in general benefit from as adherence to the recommendations and implementation will help produce youths who would be better leaders of tomorrow. Finally, the research when completed may add to available literature and may encourage further research on the topic.

1.5 Research Questions

For the purpose of this research work the following research questions have been formulated;

1. Does socio-economic status of parents have effect on the educational performance of pupils'?
2. Does educational attainment of parent affect their pupil's academic performance?
3. Does family size have influence on educational upbringing of the pupils?

1.6 Scope/Limitation of the Study

It would be much demanding to undertake a complete study of the effects of socio-economic status of parents on the academic performance of primary school pupils and due to logistics constraint on the researcher, only five schools will be sampled. Therefore, this research will be restricted in Ijebu Ode Local Government Area of Ogun State.

1.7 Operational Definition Of Terms

Family: Is a unit comprising of husband, wife and children.

Family Size: The number of people in the family.

Home Environment: This refers to parental experience and aspirations for children, objects and material conditions in the home for comfort and also specific behavioral processes conducive to learning.

Educational Upbringing: This refers to education of children and how they perform in academics when subjected to test or examination.

Educational Status: This term is used for social processes in which one achieve social competence and individual growth, carried on in a selected, controlled setting which can be institutionalized as a school or college.

Occupational Status: Person's trade, vocation or principal means of earning living.

Socio-Economic Status: This refers to position of recognition which one finds himself/herself in the society. Such a position may not be hereditary but acquired through personal efforts like education, wealth, occupation and social class.

Academic Performance: This refers to the students' achievement, scores within the class and his position relative to all those subjected the same test.

Effects: the result or outcome of anything be it positive or negative.

Parental Attitude: Parents disposition to respond in a characteristics way to some stimulus in their social environment. Some responses determine the way and manner their children are brought up by them.

CHAPTER TWO

2.1 The Concept of Socioeconomic Status

Socioeconomic status (SES) remains a topic of great interest to those who study students' academic achievement. Socioeconomic status is a sociological classification indicating the close relationship between someone's relative wealth and that persons' social status. Socio-economic status of parents is a universal variable consisting of a number of sub - categories: parental education, employment rate, family composition and family income. It applies to lower classes or working-class families with poor housing. Santrock (2014) defined socioeconomic status as the categorization of people according to their economic, education and occupational characteristics. Ezewu (2010) sees socioeconomic status as the differentiation of individuals as well as families in a society into educational levels, occupation and income. In this context, however, socioeconomic status could be regarded as prestige or respect accorded to the members of the society as a result of educational levels, occupation and income. Socioeconomic status (SES) 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, earners' education, and occupation are examined.

Social scientists have shown continued interest in socioeconomic status even though there has never been complete consensus on precisely what it represents (McLoyd, 2012). There has been something of a tug-of-war between proponents of SES as representing class (or economic position) and proponents of SES as representing social status (or prestige). The idea of capital (Coleman, 2008) perhaps best embodies the current meaning psychologists' hold of SES (Guo & Harris, 2010). Capital (resources, assets) has become a favored way of thinking about SES because access to financial capital (material resources), human capital (non-material resources such as education), and social capital (resources achieved through social connections) are readily connectible to processes that directly affect well-being. Capital is linked to historic ideas about SES, such as social and material "deprivation," and it brings into focus the important dimension of social relationships (Krieger, Williams, & Moss, 2011).

Most widely used measures of SES only partially map onto the concepts of capital described by Coleman. Financial capital is reasonably well assessed by household income, but is more often indexed by occupational status. However, neither fully captures the notion of wealth as described by economists (Smith, 2009); wealth may be a better measure of the financial resources available in that it

is often a more accurate barometer of access to opportunities. Income is considered a rather volatile indicator of financial capital (Hauser, 2014), and the best way of ordering occupations in terms of their actual contributions to financial well-being has been hotly debated for decades (Entwisle & Astone 2016). Most social scientists agree that a combination of income and occupational status provides a better approximation to financial capital than either alone. To more fully capture financial capital, Entwisle and Astone (2014) recommend gathering data on what the family pays for rent or housing.

The variable socioeconomic status is based on a weighted combination of father's occupation, father's formal educational level, mother's formal educational level, an estimate of the funds the family could provide if the children were to attend school, the degree of sacrifice this would entail for the family, and the approximate wealth and income status of the children's family.

Parental socioeconomic status is measured using three variables namely; income, education and occupation.

2.2.1 Parental Income

Income refers to wages, salaries, profits, rents, and any flow of earnings received. Income can also come in the form of employment or worker's compensation, social security, pensions, interests or dividends, royalties, trusts, alimony, or other governmental, public, or family financial assistance. Income can

be looked at in two terms, relative and absolute (Weller, 2015). Income is the consumption and savings opportunity gained by an entity within a specified time frame, which is generally expressed in monetary terms. However, for households and individuals, income is the sum of all the wages, salaries, profits, interest payments, rents and other forms of earnings received in a given period of time (Barr, 2014). Barr maintained that in the field of public economics, the term may refer to the accumulation of both monetary and non-monetary consumption ability, with the former (monetary) being used as a proxy for total income.

Absolute income, as theorized by economist is the relationship in which as income increases, so will consumption, but not at the same rate. Relative income dictates a person or family's savings and consumption based on the family's income in relation to others. Income is a commonly used measure of SES because it is relatively easy to figure for most individuals. Low income families focus on meeting immediate needs and do not accumulate wealth that could be passed on to future generations, thus increasing inequality. Families with higher and expendable income can accumulate wealth and focus on meeting immediate needs while being able to consume and enjoy luxuries and weather crises (Weller, 2015).

2.1.2 Parental Education

Education is defined as the aggregate of all the process by which a child or young adult develops the abilities, attitudes and other forms of behaviour which are of positive value to the society in which he/she lives (Fafunwa, 2008).

Education also plays a role in income. Median earnings increase with each level of education. The highest degrees, professional and doctoral degrees, make the highest monthly earnings while those without a National diploma earn less. Higher levels of education are associated with better economic and psychological outcomes (i.e. more income, more control, and greater social support and networking). Education plays a major role in skill sets for acquiring jobs, as well as specific qualities that stratify people with higher SES from lower SES. Lareau (2013) speaks on the idea of concerted cultivation, where middle class parents take an active role in their children's education and development by using controlled organized activities and fostering a sense of entitlement through encouraged discussion. Lareau argues that families with lower income do not participate in this movement, causing their children to have a sense of constraint. A division in education attainment is thus born out of these two differences in child rearing. Lower income families can have children who do not succeed to the levels of the middle income children, who can have a greater sense of entitlement, be more argumentative, or be better prepared for adult life, (Lareau, 2013).

2.1.3 Parental Occupation

Occupation as one of the components of parental SES encompasses both income and educational attainment. Occupational status reflects the educational attainment required to obtain the job and income levels that vary with different jobs and within ranks of occupations. Additionally, it shows achievement in skills required for the job. Occupational status measures social position by describing job characteristics, decision making ability and control, and psychological demands on the job. Some of the most prestigious occupations are lecturing, physicians and surgeons, lawyers, chemical and biomedical engineers, and communications analysts. These jobs, considered to be grouped in the high SES classification, provide more challenging work and greater control over working conditions but require more ability. The jobs with lower rankings include food preparation workers, counter attendants, helpers, dishwashers, maids and housekeepers, vehicle cleaners, labourers, gardeners and parking lot attendants. The jobs that are less valued also offer significantly lower wages, and often are more laborious, very hazardous, and provide less autonomy (Scott, 2015).

Occupation is the most difficult factor to measure because so many exist, and there are so many competing scales. Many scales rank occupations based on the level of skill involved, from unskilled to skilled, manual labour to professional, or use a combined measure using the education level needed and income involved.

These variables – parental education and parental occupation were studied alongside home education environment in order to determine their relationship with students’ academic achievement in physics

2.2 Home Education Environment

The home environment plays a vital role in the development of a students’ intelligence which leads to the students’ academic achievement in school. The child constantly interacts with the family and is invariably influenced by the entire environment that surrounds him. Children need a pleasant environment, an environment characterized by human care, particularly by the mother and at the same time providing various experiences and stimulations (Caldwell, 2016).

Home itself is a complex unit. The assessment of its psycho-social environment is not an easy matter. This is due to the complexity of the phenomenon under investigation. Home environment has been conceptualized as the quality of human interactions, from the point of view of the child. It includes those aspects which foster growth and development, such as family, trust and confidence, sharing of ideas, making discussions, parental approval, parental encouragement, support, guidance, affection and approval of peer activities. Home environment includes language stimulation, physical environment, encouragement of social maturity, variety of stimulation and disciplinary practices (Mohite, 2010).

Better home environment is where parents provide more opportunities to understand things and situations and act according to their desires. Children receive maximum support and encouragement from parents, children rarely receive punishment and have less restriction. This kind of environment helps the students for better performance of various tasks. Rich environment and stimulation in the family is essential for each child for optimism, especially in the areas of intellectual development.

The children are the richest resources of a nation, and they need to be so designed and developed; through carefully adapted socialization process at home and cautiously planned social learning experience in educational institutions; as to match with the emerging demands of the “worlds of Competition and Excellence”. In order to achieve these objectives it is imperative to study, in details, the influence of home environment and its relationship with academic achievement of students in physics. Heredity and environment play vital roles in determining the intelligence of a child. Environment plays a crucial role in influencing and shaping the behaviour and thoughts of a child especially in the development of aspiration and attitude.

Zhand (2011) maintained that children living in poor environment cannot develop their potentials and skills to the maximum extent that have a positive effect on their performance in schools and achievement in social life. Home is very

important for adolescents, all the intellectual, moral, physical, social, emotional and educational needs are fulfilled at home. The environment created at home accelerates or retards the development of the child and influences the achievement and aspiration of the child. Adolescents, to be well adjusted to parents, need to feel loved and emotionally secure. A stimulating home environment may influence academic achievement of secondary school students specially physics students

2.3 Primary School Pupils Academic Achievement

In today's competitive world, education is an important means for the socially disadvantaged people to raise their standard of living. Education has an important role to play in development of the country. The early non-formal education forms the foundation for the school education. The phrase academic achievement has two components namely: Academic and Achievement. According to Chaudary (2014) the word academic pertains to school subjects or to fields of liberal arts or to the sphere of ideas and abstraction, while achievement denotes knowledge attained or skills developed by students, usually in the schools, measured by test scores or by marks assigned by teachers (Chaudhary, 2014). Achievement is the glittering crown which reflects a sense of sincerity, candidness and perseverance on the part of achievers and also parents, teachers and all those helping to achieve it. Academic motivation is referred to as the need for achievement. Ahmed (2008) stated that achievement behavior may be defined as

any action directed of gaining approval where public standards of excellence are applicable.

Adeyemo (2011) stated that scholastic achievement means achievement a student makes in school namely his marks in the examination, which is the criterion for the achievement of a student. Parenting styles, gender, size of family, socioeconomic status of parents, may have an impact on the achievement level of students.

Academic achievement of students especially at the primary school level is not only a pointer to the effectiveness or otherwise of schools but a major determinant of the future of youths in particular and the nation in general. The medium through which the attainment of individuals and the nation's educational goals can be achieved is learning. Learning outcomes have become a phenomenon of interest to all and this account for the reason why scholars have been working hard to unravel factors that militate against good academic performance (Aremu & Sokan, 2012). This phenomenon has been variedly referred to in literature as academic achievement, or scholastic functioning. Academic achievement of learners has attracted attention of scholars, parents, policy -makers and planners. Adeyemo (2011) opined that the major goal of the school is to work towards attainment of academic excellence by students. According to him, the school may have other peripheral objectives; emphasis is always placed on the achievement of

sound scholarship. Besides, virtually everybody concerned with education places premium on academic achievement; excellent academic achievement of children is often the expectation of parents and policy makers (Osiki, 2014).

2.4 Socio-Economic Status (SES) and Academic Achievement of Students

The value of socio-economic factors for predicting academic achievement seems to be especially supported by research. White (2006) and Morakinyo (2003) indicate the existence of a relationship between socio-economic status and academic achievement. White (2006) in a meta analysis of 620 correlation coefficient from 100 students indicates that a definite relationship exists between SES and academic achievement. He noted that the frequency obtained correlation ranged from 0.10 to 0.70 that is positive relationship which means as one factor increases the other also increases.

According to Alissa (2010), Children's test scores are lowest when poverty persist across the generations, and highest when material advantage is long-lasting. On the other hand, while good social skills also appeared to be linked across generations, these do not make a significant direct contribution to the current gap in cognitive test scores between rich and poor children. Alisa (2009) found that the gap in attainment between children from the poorest and richest backgrounds grew particularly fast during the primary school years. By age eleven, only around three-quarters of children from the poorest fifth of families reached the expected level at

Key Stage 2, compared with 97 per cent of children from the richest fifth. according to Alisa, Poorer children who performed well in Key Stage tests at age seven were more likely than better-off children to fall behind by age eleven, and poorer children who performed badly at seven were less likely to improve their ranking compared with children from better-off backgrounds – an important factor behind the widening gap. Akanle, (2014) identified Parental income in his work to be a cogent factor upon which the academic and vocational successes of primary school pupils lie. He found Parental income not to be sufficient to sustain the academic and personal social life of the student in sub rural school areas. This to a large extent affects the psychological balance or homeostatic balance in the classroom, which causes low concentration, low perception, frustration, sickness and emotional disability in academic performance of the school children. Therefore when a child is deprived of the essential needs he may be found to perform poorly in his school work. This is consistent with Bugembe et al (2010) finding that child welfare at school is a determinant of child retention and also incorporates the rights of children to adequate living standards (shelter, nutrition and healthcare, water, and sanitation services) that are vital for child growth and development. Bugembe explained that In urban areas, most poor families can hardly afford the cost of water, resulting in children from poor families being sent on long treks in search of

water, often having to stand in long queues and consequently being late or absent from school.

Types of Discipline at Home

Research works have shown that nature of parental discipline affect academic output of children (Aremu, 2010). Parents in their bid to discipline their children have been found to be authoritative, democratic or permissive. Children whose parents are authoritative more than not live in constant fear of such parents and may most likely transfer such a fear to significant others in the school environment.

Such children have low self-worth, insecurity, and may found it difficult to consult with teachers. Oluwole and Oluwole (2012) found that the degree of self-efficacy and anxiety manifest by learners determine their academic performance. On the other hand, children from permissive homes are too complacent, unmotivated, and lack personal will to succeed. The democratic style of parenting has been found to be very helpful to teaching-learning situation. Here, children receive punishment that is commensurate with the offence committed. Such children are strong willed and ready for success. Aremu (2010) observes from a study that undergraduates that receive democratic type of parenting perform better than their counterparts from autocratic homes.

2.5 Theoretical Review

2.5.1 Human Development Theory

The study was guided by human development theory as articulated by Sen in the 90s and further applied by the United Nations Development Programme through its human development assessment reports. This perspective views human development as encompassing all aspects of the individual player and not just income levels. Further, the focus on education is informed by Human Capital Theory which perceives education as the key development factor in any society. This important factor in individual and societal is influenced by many forces the main ones being parental characteristics such as level of education and economic status, which may be mediated by social safety nets such as availability of cheap credit and strong family ties among others. These forces come into play even in the context of free education because of the other costs that are not catered for in the free education programme. This shift in defining development was taken up by the United Nations Development Programme (UNDP) in the early 1990s. Human development is “the expansion of peoples’ freedoms to live long, healthy and creative lives; to advance other goals they have reason to value; and to engage actively in shaping development equitably and sustainably on a shared planet” (UNDP, 2010). It involves enlarging people’s choices and raising their standards of living through expansion of human capabilities and access to opportunities.

2.5.2 The human capital theory

Human Capital Theory plays a vital role in education and when it comes to education policy discourse worldwide, it has become the most powerful underpinning (Gillies, 2015). In concurrence (A. & T., 2008) allude that Human Capital Theory views education as the most important factor in development. This is because education plays a crucial role in shaping children's future, giving them tools to hold life together. Education is a prime mover of economic growth of a country. According to these authors education becomes an equalizer and a tool for families' social and economic development. For young people education is a critical factor for their survival as individuals and as communities. The changing times demands that quality education and training be provided to the youth so as to add value to their life. Implied in argument is that there cannot be any meaning development, however defined, without the requisite human resource needed to propel it.

Investment in education is widely considered to be of vital importance to development for many reasons and indeed human capital and particularly education is arguably the most significant factor in regional differences in development (Gennaioli, 2011). Educational productivity theory while the human capital theory and human development theory situate education in the development

discourse, the proposed study is anchored on educational productivity theory by Walberg (1981). Using a variety of methods, Walberg identified 28 categories of learning influence. Of the 11 most influential domains of variables, 8 involved social-emotional influences: classroom management, parental support, student teacher interactions, social- behavioral attributes, motivational- effective attributes, the peer group, school culture, and classroom climate. Distant background influences such as state, district, or school policies, organizational characteristics, curriculum, and instruction are less influential.

Walberg concluded that the direct intervention in the psychological determinants of learning promise the most effective avenues for reform. Walberg in his theory demonstrated the importance of the domains of motivational orientations, self-regulated learning strategies, and social/interpersonal abilities in facilitating academic performance. He reported, based on the large-scale implementation of a Social-Emotional Learning (SEL) program, that student who became more self-aware and confident regarding their learning abilities, who were more motivated, who set learning goals, and who were organized in their approach to work (Self-Regulated Learning (SRL)) performed better in school. The theory further creates an avenue in this study in trying to understand the various characteristics of the parents which may influence the students' academic achievement/ performance in secondary schools. It provides a guideline on some of the aspects which the

researcher may look into while checking on whether the parents meet those roles in motivating the students to learning and improve their academic performances.

The theory is also consistent with the family economy model. According to the family economy model, the household's decisions on children's education are influenced by three institutional-level forces namely: immediate labour demands and income opportunities; national policies on education and the extent to which parents adhere to cultural dictates in their environment (Fuller & Liang, 1999) These processes are influenced by parental characteristics the main one being education.

Parent's level of education may influence student's academic performance in the following ways. First, Eccles and Davis-Kean (2005) argue that parents may learn something during schooling that will influence the way in which they interact with their children around learning activities at home. The parents' achievement may motivate these students to work hard, and at long run their academic performance improves.

For instance, parents who are well educated or professional may provide their children with a favourable environment to encourage or motivate them to develop similar interest and perform well in their parent's subject areas (Ozurumba, Briggs, & Ebuara, 2007). Given that these two theories are complementary rather than

contradictory, the proposed study is informed by education productivity theory but also borrows from the family economy model.

2.5.3 The Family Economy Model

The family economy model was also useful in this study to the extent that it helped in describing how the family made decisions on whether to take the children to school or engage them in the labour market. According to the model, the household's decisions on children's education are influenced by three institutional-level forces namely: immediate labour demands and income opportunities; national policies on education and the extent of to which parents adhere to cultural dictates in their environment (Fuller B. L., 2009). These processes are influenced by parental characteristics the main one being education.

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CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

Research methodology is the specification of procedures of collecting and analyzing the data necessary for the purpose of a research work. This chapter includes the identification of population determination of the sample size and techniques to be use, description of research instrument, method of data collection and its analysis.

3.2 Research Design

The descriptive research design was adopted by the researcher because it is a broad category of research designs which allow for assessment of certain attributes, properties, characteristics in a situation one or more points in time which are often points of time in an going real life setting.

The questionnaire will be use to gather information primary school pupils in Ijebu Ode Local Government. The section A of the questionnaire will base on the bio-data of the respondent (basic 4 and 5 pupils). While the section B enquires on various question regarding the topic.

3.3 Population of the Study

A population can be defined as any group or objects which are similar in one or more ways and which forms the subject of study in a particular survey. The population for the study covers five (5) primary schools in Ijebu Ode Local Government in Ogun State.

3.4 Sample and Sampling Techniques

For this research work, the sample technique was used for random sampling. The sample size selected was fifty respondents (pupils).

3.5 Research Instrument

In this study questionnaires are the main tool that was used in the research work. The questionnaire consists of two sections. Section (A) will deal with the Bio-data of the teachers while section (B) will deal with the items of the questionnaire that enquires directly on the topic of research.

3.6 Administration of the Instrument

The instrument (questionnaire) will administer to 50 primary school pupils in selected schools. It was distributed to them and little explanations would be made for adequate filling of the questionnaire by their teachers.

3.7 Validity of the Instrument

The instrument will be given to the project supervisor to evaluate the strength of the instrument in measuring adequately the area specify. The supervisor will response to the entire questionnaire item and make adjustments where necessary.

3.8 Research Procedure

The questionnaire will be administered personally to the respondents and the complete questionnaire would be retrieve through the same means.

3.9 Method of Data Analysis

The data that was collect from this study will be properly analyze, interpret and discuss through the uses of t-test.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.1 Introduction

This is a vital aspect of the research work. This chapter shows the analysis and interpretation of data collected. The answers given to the questions formulated from the research question are expected to evolve from the analysis of the information collected from the respondents through the questionnaires distributed.

This section would evolve tables showing the collected questionnaire which shall show the percentages of responses for easy understanding and application. The response received from the questionnaire has been grouped under four headings; Strongly Agree (SA), Agree (A), Strongly Disagree (SD), Disagree (D).

4.2 Presentation of Tables

Below are tables computed from the response of each of the questions contained in the questionnaire.

Personal Data of Respondents

Table 1: Age Distribution of Respondents

Age	Frequency	Percentage
6-8years	19	38%
8-10years	18	36%
10years and above	13	26%
Total	50	100

From the table above, it shows that 19(38%) of the respondents were from 6-8years of age range, 18(36%) of the respondents were from 8-10years while 13(26%) of the respondents were 10years and above.

Table 2: Sex Distribution of Respondents

Sex	Frequency	Percentage
Female	27	54%
Male	23	46%
Total	50	100

The table above revealed that 27(54%) of the respondents were female while 23(46%) of the respondents were male. This implies that majority of the respondents were female.

4.2 Testing of Hypotheses

H_{01} : There is no significant different between socio-economic status of parents and educational performance of pupils

	N	\bar{X}	SD	DF	T-CAL	T VALUE	P	R
Socio-economic status of parent	28	7.13	55.97	98	1.6	1.96	0.05	N.S
Educational performance of pupils	22	9.203	57.55					

At 0.05 significant level

From the table above, the calculates T distribution is 1.6 while the T critical value is 1.96 at 0.05 significant level with 98 as degree of freedom. Since the t-cal is less than t-value we therefore accept or retain the null hypothesis. Therefore, there socio-economic status of parent will have effect on primary school pupils performance.

Hypotheses Two

H₀: There will be no significant different between educational attainment of parent and pupil's academic performance

	N	\bar{X}	SD	DF	T-CAL	T VALUE	P	R
Educational attainment of parent	19	78.5	8.86	98	1.22	1.96	0.05	N.S
Pupil's academic performance	31	48	6.92					

At 0.05 significant level

From the table above, the calculates T distribution is 1.22 while the T critical value is 1.96 at 0.05 significant level with 98 as degree of freedom. Since the t-cal is less

than t-value we therefore accept or retain the null hypothesis. Therefore, there is no significant different between educational attainment of parent and pupil's academic performance.

Hypothesis three

H₀₃: There is no significant relationship between family size and educational upbringing of pupils

	N	\bar{X}	SD	DF	T-CAL	T VALUE	P	R
Family size	26	78.5	1.471	98	1.462	1.96	0.05	N.S
Educational upbringing of pupils	24	48	10.33					

At 0.05 significant level

From the table above, the calculates T distribution is 1.462 while the T critical value is 1.96 at 0.05 significant level with 98 as degree of freedom. Since the t-cal is less than t-value we therefore accept or retain the null hypothesis. Therefore, there is no significant different between family size and educational upbringing of pupils.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary of Study

This research was set to investigate the effects of socio-economic status of parents on the academic performance of primary school pupils in Ijebu Ode Local Government, Ogun State. The data was generated from a survey of simple random sampling technique.

The result of the research shows that students positive attitude towards typewriting will help in improving their academic performance.

Data analysis was done and the validity and reliability of the result has been achieved. The opinion of the student was conducted through the analysis of questionnaire collected to get the results by using simple percentage method.

5.2 Conclusion

The important of socio-economic has clearly been emphasized as crucial in the children life. The relationship between the socio-economic factors and academic performance cannot be over emphasized. It creates an enabling

environment, which goes a long way in influencing the outlook of the children. The children that has access to good food, health facilities, school books, and other materials is prone to display quick understanding and increase intelligence specially where there is strict supervision by both parents and teachers.

Generally, in Nigeria, the higher socio-economic families have educational facilities at home for their children to manipulate very early in life. They also send their children to kindergarten schools and buy the required text books. They encourage their children to study when they are back from school and persuade the underachieving ones to see the school counsellors, and this goes a long way to improve academic achievement of the adolescent children.

5.3 Recommendations

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

1. Parents who are not educated 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.

2. Parents that fall within the high socio-economic status should assist schools in the area of educational development by voluntarily providing learning materials to the less privilege children (adolescents) for the.
3. Government should also establish schools that will take appropriate care of students' from both rich and poor homes.
4. Parental involvement is crucial for the academic achievement of children. Schools should focus on increasing parental involvement in school and outside school educational activities.
5. Regular teacher-parent interaction, school and parents communication, parental participation in school activities, parental awareness and education, door visit program should be effectively implemented.

5.4 Suggestion for further Studies

Based on the findings of the study, the following suggestions were made for further research.

1. Replication of the same study can be done in other Education Zones in Ogun State.
2. Replication of the study could be undertaken over a long period of time.

3. Further investigations should be carried out to determine the proportion of variation of primary school pupils' academic performance that can be attributed to other variables like school environment and teacher factors.

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**EFFECTS OF SOCIO-ECONOMIC STATUS OF PARENTS ON THE
ACADEMIC PERFORMANCE OF PRIMARY SCHOOL PUPILS**

QUESTIONNAIRE

Dear Respondents,

This questionnaire is designed to gather information on the effects of socio-economic status of parents on the academic performance of primary school pupils.

All information provided is for academic purpose only and will be confidentially treated. Please feel free to supply the following to the best of your knowledge by completing the questionnaire.

Thanks.

Instruction

Please tick () responses which correspond with your opinion

SECTION A

PERSONAL DATA

AGE: 6-8 years () 8-10years () 10years and above ()

SEX: Male () Female ()

CLASS:

SECTION B

Please tick the appropriate option for the question below, key:

SA- Strongly Agree

A- Agree

SD- Strongly Disagree

D- Disagree

S/N	ITEMS	SA	A	SD	D
1.	My parents are not rich to provide enough space for my studies				
2.	I help my parents to raise my school fees				
3.	My parents are financially stable to adequately provide with everything needed				
4.	My parents encourage me at home with some rewards whenever I perform well in school.				
5.	My parents have set a standard that I must attain in school				
6.	My parents have share ideas with me at home.				

7.	My parents encourage me to watch and listen to news that are educative every day at home				
8.	I have an evening teacher that teaches me at home				
9.	My parents have library where I read at home				
10.	I spend so many hours every week studying with my parents at home				
11.	My parents give me extra home work related to my subjects in school.				
12.	My parents check my assignment/notebooks at home every day				
13.	My parents guide me on my educational activities				
14.	My parents educate me on social maturity, variety of stimulation and disciplinary practices				
15.	My parents provide more opportunities for me to understand things about me				