

**THE INFLUENCE OF HOME BACKGROUND ON STUDENTS  
ACADEMIC PERFORMANCE IN SOME SELECTED PRIMARY  
SCHOOLS IN ODOGBOLU LOCAL GOVERNMENT AREA OF  
OGUN STATE**

*BY*

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## **CERTIFICATION**

This is to certify that this project work was carried out by **Soyemi Esther Adewunmi** with Matriculation Number **18032102051** in the Department of Primary Education, School of Education, Tai Solarin College of Education, Omu-Ijebu Ogun State.

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## **DEDICATION**

This project is dedicated to Almighty God, the all sufficient God in whom all things are made possible and beautiful in his own time.

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All the glory, honour and adoration be to the Greatest God and EL-shadai, he who made everything awesome in his own perfect time. The GOD I personally called Alpha and Omega meaning the beginning and the end because that is who he is and would continue to be till eternity. His precious Name alone is praised in the entire universe.

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## **ABSTRACT**

This research examined influence of home background on students academic performance in some selected primary schools in Odogbolu Local Government Area of Ogun State. The population of this study comprised of fifty (50) primary school teachers in Odogbolu Local Government. The instrument used for data collection was structured questionnaire; data were analyzed using simple percentage and chi-square. The findings of the study revealed that there is significant relationship between parent's educational background and academic performance of pupils in primary schools. Based on the findings, the researcher recommends that parents as a matter of importance should diversify their sources of income so that they can be able to provide fund their children in school for better academic achievement.

## **TABLE OF CONTENT**

Title page	i
Certification	ii
Dedication	iii
Acknowledgement	iv
Abstract	v
Table of Contents	vi

### **CHAPTER ONE**

1.1 Background to the Study	1
1.2 Statement of the problem	3
1.3 Purpose of the Study	4
1.4 Significant of the Study	5
1.5 Research Question	5
1.6 Scope of the Study	5
1.7 Definition of Term	6

### **CHAPTER TWO**

2.1 Concept of Family	7
2.2 Concept of the Family Background	8
2.2.1 Family Background and Students' academic performance	9
2.3 Family Financial Situation	10



2.4 Parental Education Level	13
2.5 Family Size	14
2.6 Theoretical Frame Work	15

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

3.1 Introduction	18
3.2 Research Design	18
3.3 Population of the Study	19
3.4 Sample and Sampling Techniques	19
3.5 Research Instrument	19
3.6 Administration of the Instrument	20
3.7 Validity of the Instrument	20
3.8 Research Procedure	20
3.9 Method of Data	20

## **CHAPTER FOUR**

4.0 Introduction	24
4.1 Presentation of Personal Data	24
4.2 Testing of Hypothesis	27

4.3	Discussion of Findings	29
-----	------------------------	----

## **CHAPTER FIVE**

5.1	Conclusion	32
-----	------------	----

5.2	Recommendation	32
-----	----------------	----

5.3	Contribution to Knowledge	33
-----	---------------------------	----

	Reference	34
--	-----------	----

	Questionnaire	37
--	---------------	----

## **CHAPTER ONE**

### **1.1 Background to the Study**

Education is the best legacy a nation can give to her citizens especially the youths. This is because education is very important in the development of any nation or community. Education is the process of transmitting what is worthwhile to members of the society. According to Okafor (2011) education embraces all those experiences of the individual through which knowledge is acquired and intellect enlightened. For Nwabachili and Egbue (2013) education is what goes on from one generation to another generation. In this context, education is the process of socializing the child to grow up as a fulfilled member of the society through informal, formal and non-formal process.

Informal education is the process of acquiring knowledge about the environment and beyond through living with one another. According to Nwabachili and Egbue (2015) formal education is a consciously planned form of socialization in a formal setting such as school. They stressed that non-formal education involve all those systematic programmes and processes of education and training that is done outside formal education setting. All these forms of education cannot be achieved without the influence of the family.

The family is a social unit in any society and it is the source of early stimulation and experience in children. The home influences the child at the most possible time of his life at a time when his mind is most receptive. It provides the first impression which may last through the whole of the child's life. The child often sees the parents, siblings and things in their immediate environment to be most significant and they are capable of promoting or diminishing him in self worth and academic performance.

Family background refers to all the conditions and circumstances in the family which influence the child physically, intellectually and emotionally Muola (2010). Children coming from different family backgrounds are affected differently by such family conditions, that is why some children have good family background while some have poor background. Citing Flege, Eke (2012) noted that with some families, the background may vary from time to time for the same individuals.

The background is the condition and immediate surroundings in which the pupils find themselves. It is also referred to as the physical and psychological conditions that affect children (Durojaiye, 2014). The parents or guardians of these pupils are responsible for providing the right home environment that will facilitate effective learning for their wards. Furthermore, in a pupil's home background, some factors that influence their academic performance include: parental educational

background, parental economic status (At least an average financial status), parental marital status and parental home location.

Parent's educational background, could be seen in the way parents and other educated people in the home get involve in encouraging these pupils to learn, teach and guide the pupils in doing their home work, pronounce words correctly and practice how to make correct sentences. The educational background of the parents will also be expressed in their frequent use of English Language as a medium of communication in the home (John 2017). These will help in laying a good foundation for self expression, confidence in speaking good English in the public and good understanding of Basic English concepts in the school. On the aspect of parental economic status as it relates to pupils academic performance, much emphasis was laid on the ability of the parents to provide necessary facilities or materials that will help in making the teaching and learning of English Language easy for the pupils. This involves the provision of mini library with relevance; textbooks, story books, and picture books and spelling charts which will help the pupils to learn words identification, correct spellings, correct sentences, master the use of correct tenses in line with pictures.

Pupils from average/high income home background, that have some educative media in their homes such as Computer, Television set, Radio, Tape recorder will

be at an advantage in their performance because these media will help them to listen to good speeches in English Language, watch educative programmes on television such as junior debate, Cartoons, tales by moonlight, all these exposures will certainly reflect on the pupils academic performance at school.

## **1.2 Statement of the problem**

Academic performance of primary school pupil in Odogbolu Local Government Area of Ogun State is of great concern. Primary school pupils performance is influenced by different factors within and outside the school setting. Among the factors includes the home background of the children. Academic performance of pupil in primary schools indicates the relationship between children's residential area, number of people in the household, distance of the school from the children's homes, parent/guardian level of education and attitude towards educational achievement and help for homework. Also, children from poor home background perform badly in primary schools as compared to those with better home background.

### **1.3 Purpose of the Study**

1. To determine the relationship between parents educational background and academic performance of pupils in primary schools in Odogbolu Local Government Area of Ogun State.
2. To determine the influence of parents economic status on academic performance of primary school pupils
3. To determine the influence of home location on academic performance of primary school pupils in Odogbolu Local Government Area of Ogun State.
4. To determine the influence of parents marital status on academic performance of pupils in primary schools of Odogbolu Local Government Area of Ogun State.

### **1.4 Significant of the Study**

The rationale for this study is to provide answers to the problem of the increasing failure rate among primary school pupils and probe further so as to improve academic performance in Odogbolu Local Government, Ogun State. The results will be useful to the students, stakeholders, teachers, policy makers to design and implement the policies to improve the primary school pupils' academic

performance and the quality of education by changing the attitude of students towards learning, facilitating students and improving the teaching procedures (Boit, M.,et al,2012).

Also, the study has come up with the methodological strategic planning for improvement in academic performance and generates new knowledge in increasing the pass rates.

### **1.5 Research Questions**

The following research questions will be use to guide the study;

1. What is the relationship between parent's educational background and academic performance of pupils in primary schools?
2. Does parent's economic status have influence on academic performance of primary school pupils?
3. Does home location have influence of on academic performance of primary school?
4. Does parent's marital status have influence on academic performance of pupils in primary schools?



## **1.6 Scope of the Study**

The study will covers Odogbolu Local Government Area as a case study on the influence of home background on students' academic performance.

The study is limited to some selected Primary School in Odogbolu Local Government Area.

## **1.7 Definition of Term**

**Family Background:** Your background is the kind of family you come from and the kind of education you have had. It can also refer to such things as your social and racial origins, your financial status, or the type of work experience that you have.

**Academic Performance:** It refers to how well or how poorly a child can perform in the school.

**Home:** This is place where people live together as a family.

**Behavioural Class Order:** This is a situation where an individual abnormal character such as stealing, fishing, aggressiveness toward other hostile etc

## **CHAPTER TWO**

### **2.1 Concept of Family**

Family has been described at the smallest, most personal and not intimate of social groups. It is the most important primary group and the smallest social unit in the society. Odo (2010) defined family as “a social group sharing a common residence and cooperating economically”. The author went further to assert that the institutions of the family is usually based on the marriage of one or more sexually co-habiting couples and usually there is the expectation of having children for whom the adults of the family accept responsibility. Alio (2015) observed that the family is also the most personal social organization, for nothing is more personal than the interaction and relationship between members of a family. He further said that married couple without children, though bound by the strongest personal ties do not constitute a family for such ties can conceivably exist among couples who are not married. For him, what gives a family its character are children, for only in such a family can that intimate, personal relationship be established by which the family can perform its functions of rearing, protecting and educating the children, transmitting to them the social values it has inherited and a special bond between all the members. This kind of family setting is similar to the Nigerian traditional idea of family. Traditionally, it is believed that it is the children that cement the

union of a man and a woman together and makes it a lasting and a intimate one. The primary aim of this union is procreation.

Family can be classified into nuclear and extended form. Nuclear family is basic form of family organization. It is made up of the father (husband), mother (wife) and children. The children may be the biological offspring; of the couple or/and the adopted members of the family. According to Okafor (2012), the adoption of a child into the family is a common culture in the British society, but less so in Nigerian society. He added that nuclear family is found common among the urban city elites in Nigerian society or as a component in both extended, nuclear and compound family in Nigerian rural areas. The author maintained that one of the characteristics of the nuclear family is that it tends to break up when the children marry, when the parents die or at any point in human cycle. According to him, the male raised in a nuclear family usually begins his life in house hold headed by his parents and concluded his life in a family that he himself heads.

Extended family is the type of family that comprises of the father (husband) his wife (mother), their children, the husbands and the wife's relations etc. Alio (2015) pointed out that the extended system is a dispersal version of the joint family and the members of the constituent groups do not all live together in one dwelling. To him, the extended kin-group includes a span of three or four

generations within the total household or closely adjacent households. The extended family system is commonly a characteristics of most African society. Many Nigerian societies do not believe in nuclear family but in modern times, urbanization and economic pressures are discouraging extended family ties. However, extended family system is the popular and most common type of family arrangement in the Nigerian society. Anybody who fails to practice or show interest in the extended relations is regarded as a wicked and hopeless human being by members of the society.

## **2.2 Concept of Family Background**

Family background plays a very big role on a child's life. Family background refers to all the objects, forces and conditions in the family which influence the child physically, intellectually and emotionally (Muola 2010). Children coming from different family backgrounds are affected differently by such variations and that is why some children have good family background while the family background of others are poor. Citing Fleege, Eke (2009) noted that with some families, the background may vary from time to time for the same individuals. The author further stated that because it is parents who are primarily responsible for establishing the family and exercise control over it, they are responsible for the type of family background that exists. This means that parental attitudes are very

important in promoting healthy family background, and healthy family background is possible when parents adapt to the culturally defined roles of parents to the needs of the changing young generation.

### **2.2.1 Family Background and Students' academic performance**

No doubt, that it is important to investigate the different aspects of academic achievement within a specific family situation. However, the family situations cannot be detached from the general culture (example, societal values, traditions, attitudes and home environment). Accordingly, one applied aspects of this study is secondary school students' performance as influenced by family structure, functions, values and other psychological dimensions such as parent beliefs. Lumsden (2014), for example, stated the role of the significant others (parents and home environment) in students' academic performance as a main factor which shapes the initial constellation of students' attitudes they develop toward learning. He stressed that "When children are raised in a home that nurtures a sense of self-worth, competence, autonomy, and self efficacy, they will be more apt to accept the risks inherent in learning." Fleming and Gottfried (2015) supported this trend and emphasized that their study "strongly suggest that parental motivational practices are causal influences on children's academic intrinsic motivation and

school achievement”. Accordingly, there was a need to instruct parents on motivational practices such as encouragement of persistence, effort, mastery of subject area, curiosity and exploration that are likely to impact on the academic performance of the student (Gottfried et al., 2014).

In fact, the impact of family on students’ motivation and school achievement is an old issue that was stressed by since 1953. Some of these studies showed that experiences with peers and family members do influence social and academic integration in complex ways. The demands, for example, of family and friends outside the academic institution can limit opportunities for social integration (Chrwastie and Dinham, 2011). Ryan et al (2013) stressed that despite the fact that humans are liberally endowed with intrinsic motivational tendencies, the evidence was now clear that the maintenance and enhancement of this inherent propensity requires supportive conditions, as it can be fairly disrupted by various unsupportive conditions. Research has revealed that external negative impacts such as threats, deadlines, directives, pressured evaluations, and imposed goals diminish intrinsic motivation. Consequently the same reported that studies showed that autonomy-supportive parents, relative to controlling parents, have children who are more intrinsically motivated (Ryan and Deci, 2010).

### **2.3 Family Financial Situation**

Family background can be analytically separated into at least three distinct components as raised by Coleman (2008). These are: financial (physical) capital (family income or wealth), human capital (parent education), and social capital (relationship among actors). With respect to children's educational achievement, Kim (2012) maintained that, there is a direct relationship between parental financial and human capital and the successful learning experience of their children. However, he stressed that while both of these factors are important determinants of children educational success, there remains a substantial proportion of variation in educational success, which was unaccounted for by these variables alone. Kim (2012) explained that this variance by what he called the “social capital” which mediates the relationship between parents' financial and human capital, on the one hand, and the development of the human capital of their children on the other. A research conducted using a sample of low-income minority families, found that mothers with higher education had higher expectations for their children’s academic achievement and that expectations were related to their children’s subsequent achievement in math and reading (Kim, 2012).

The economic deprivation perspective has been given enormous attention by researchers of African family processes, specifically with regard to single-mother homes (McLanahan, and Wilson, 2009). Fifty percent of African female-headed families live below the poverty line, which makes them the most impoverished group in Africa (Taylor et al., 2013). The proponents of the economic deprivation perspective argued that the potential effects of single parents is not due to the physical absence of one parent but to the absence of the economic resources generated by the absent parent. Therefore, the effects of marital status on child well-being will be reduced when income is statistically controlled or when families are matched on income level. For instance, McLeod et al. (2014) argued that parents who experienced income loss became more rejecting of their children and that their children were at risk for developing feelings of inadequacy associated with parental rejection.

However, the empirical research on the effects of income has not been adequately tested (Amato & Keith, 2001) nor has it consistently supported these assumptions for African children.

The limitations and small effect sizes found by family structure studies, as well as the income perspectives, led many researchers to criticize both approaches for several reasons (Murray et al 2009). For instance, Ng'ang'a (2008) argued that the



major problem with pathological-based studies was not the harsh facts that described an important number of African families but the failure to study how these families survived in extremely adverse conditions.

A study revealed that single motherhood generally reduces the economic resources available to families because non-custodial fathers contribute far less to their children's household than they otherwise would. In fact, only a minority of children with non-custodial fathers receives any child support payments, and the amount is typically very small. This means that by reducing income and necessitating greater paid work by mothers, single motherhood increases the time children must spend doing housework and working for pay, which might negatively affect educational achievement and progress (Zulauf and Gortner, 2009). Another study conducted by Becker (2011) revealed that family income also affected children's educational aspirations, their status among their peers, their neighborhood quality, the stability of their lives, and insecurity within their family, any or all of which may influence child outcomes. Furthermore, the inability to exploit the work/home specialization afforded by two-parent families' means that child care expenses are often greater for single mothers than they would be with a husband. Another benefit of specialization is that married parents may self-invest strategically in forms of human capital that, over time, magnify the gains from a

work/home division of labor (Becker, 2011). Husbands and wives can exploit the comparative advantage each has in household and market production so that investment in children is greater than it would otherwise be in the absence of specialization.

## **2.4 Parental Education Level**

The influence of the level of education of parents on the academic performance of their children is evident in all countries. Pamela and Kean (2010) states those that students whose parents have a tertiary level of education perform, on average, significantly better in tests of science, reading and mathematical ability than to those whose parents have only basic schooling. Thus, across these three disciplines, the average grades achieved by students with well-educated parents ranged from 7% higher than those achieved by students with poorly educated parents in developing countries to 45% higher in most developed countries.

Even though the majority of the literature on parents' education pertains to the direct, positive influence on achievement (Ryan and Deci, 2013), the literature also suggests that it influences the beliefs and behaviors of the parent, leading to positive outcomes for children and youth (Heiss, 2016). For example, Alston and Williams (2012) found that parents of moderate to high income and educational background held beliefs and expectations that were closer than those of low-

income families to the actual performance of their children, Low-income families instead had high expectations and performance beliefs that did not correlate well with their children's actual school performance.

Research on parenting also has shown that parent education is related to a warm, social climate in the home. Gottfried et al. (2014) found that both mothers' education and family income were important predictors of the physical environment and learning experiences in the home but that mothers' education alone was predictive of parental warmth. Likewise, Smith et al. (2007) found that the association of family income and parents' education with children's academic achievement was mediated by the home environment. The mediation effect was stronger for maternal education than for family income. Thus, these authors posited that education might be linked to specific achievement behaviors in the home. Murray and Fairchild (2009) also found that maternal education had the most consistent direct influence on children's cognitive and behavioral outcomes with some indirect influence through a cognitively stimulating home environment. However, they examined only two, quite broad aspects of family mediators: learning stimulation and parental responsiveness.

Mediation might have emerged if other parent behaviors and attitudes were examined. On the same line, Iverson & Walberg (2012) had revised 18 studies of

5,831 school aged students on a systematic research of educational, psychological, and sociological literature. Accordingly, they had concluded that students' ability and achievement are more closely linked to the socio-psychological environment and intellectual stimulation in the home than they are to parental socio-economic status indicators such as occupation and amount of education.

## **2.5 Family Size**

Family size in this context refers to the total number of children in the child's family in addition to the child himself. The type of family that a child comes from either monogamous or polygamous family usually has impact on the child academic performance. Moreover, either of the family type (monogamous or polygamous) family dictates the size of the family. According to Gottfried et al. (2004), polygamous family is a common among well educated families as well as among poorly-educated families. He added that it is equally common among professional and managerial fathers of the top of the occupational hierarchy although to unskilled workers polygamous is prominent.

Children from larger families are found to do worse than children from smaller families as revealed by Lacovou (2011). He found out that children lower down the birth order do worse than those higher up the birth order. According to Adler (2009), first borns or the oldest child is usually advantaged by a good deal of

attention and warmth during the early stage on age of life, which he entertains all alone. Observations and studies have shown that more attention and time are usually accorded to the first born (Seigal, 2007). Lacovou (2011) reported that parental attention by parents declines as the number of sibling's increases and later born children perform less well than earlier born siblings.

Studies carried out in the past on the relationship between academic achievement and birth order have shown that there were positive relationships. For example, Scott & Black (2009) discovered that on relationship of birth order and creativity, first born and configurations of oldest and only children are significantly more creative on verbal test of creativity than later born. Smith et al. (2007) observed that there was more significantly outstanding academic performance amongst first birth children. Seigal (2007) observed that there was a significant difference in intelligence capacity between the first born children and later born children. A study conducted by Rushton and McLanahan (2012) found out that children's attainment depends on inputs of time and money from their parents; the more children there are in the family the less of both inputs. These inputs are not money alone, but other essential things like time, attention, resource dilution and so on. However, Seigal (2007) confirmed that children from larger families have lower levels of education.

## **2.6 Theoretical Framework**

For the research work to be intellectually sound, it must include a scientifically based theoretical framework with which a systematic analysis will be carried out. Therefore, the following theories are adopted for the study: parental attachment theory, self determination theory and Maslow's motivational theory.

### **Parental Attachment Theory**

Parental attachment theory was proposed by Bowlby (1980). The theory states that the child forms a strong emotional bond with another person (caregiver) during childhood with lifelong consequences. According to the theorist, sensitive and emotionally available parenting helps the child to form a secure attachment style which fosters a child's socio-emotional development and well being. Less sensitive and emotionally available parenting or neglect of the child's needs may result in insecure forms of attachment style, which is a risk factor for many mental health problems.

The theory is relevant to this study in view of the fact that the proponent provides clues in emotional development of children. He also made reasonable suggestions for parents and guardians. Parents and guardians can now see the necessity of forming secure attachment bond with their children. Such bonds will enable the

children to end up with secure attachment and secure state of mind later in life. Parents will learn to understand the biological and psychological needs of the children, and to avoid unrealistic expectations of the child behaviour. In this way, parents may seek to avoid frustration that occurs when they expect things beyond the child's capability.

### **Self-Determination Theory**

Self-determination theory was propounded by Deci and Ryan (2015). The proponents stated that people are active organisms, with the growing tendencies geared towards mastering ambient challenges, and integrating new experiences into a coherent sense of self. They stressed that these natural development tendencies do not operate automatically, but rather requires on-going social nutriments and supports. According them, the social context can either support or thwart the natural tendencies towards active engagement and psychological growth furthermore the social context can catalyze to lack of integration, defense, and fulfillment of need-substitutes. The proponents remarked that the dialectic between the active organism and the social context is the basis for predictions about behaviour, experience, and development. Self-determination theory is applicable to this study, based on the fact individuals or groups need to be self determined to achieve a set goal. The habit of determination can help children in

their academic achievement.

### **Maslow's Motivational Theory**

This is another important theory that is relevant to this study. The theory was developed by Abraham Maslow (1970) and popularized by many researchers including Onyi (2007). According to Maslow, motivation is constant and never ending, fluctuating and complex. He asserted that man always has needs to satisfy. These needs, according to him are arranged in a hierarchical order starting from the basic or lower order needs to higher order needs. The hierarchy is categorized into two, namely Deficit needs (physiological, safety, belonging and self esteem) and growth needs (self-actualization). Maslow explained that once a particular need is satisfied, it ceases to be a motivator of behaviour and another need emerges.

The above theory relates to this study because motivation is very important in learning. It is necessary at home and in school. One of the major problems confronting teachers and parents is that of motivating learners to perform assigned tasks to meet or even excel predetermined standards. Motivation energize and sustain behaviour, direct and regulate behaviour and even enhance selective behaviour. A learner under motivated condition, exhibits purposeful behaviour aimed at achieving the set goals. The students are motivated to learn by their satisfaction of needs like physiological: Shelter, food, water, rest etc. Safety: materials love and belonging.



## **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 from primary school teachers in Odogbolu Local Government. The section A of the questionnaire was base on the bio-data of the respondent (teachers). 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 Odogbolu 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 (50) respondents (teachers).

### **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 on 50 teachers in selected schools. It was distributed to them and little explanations would be made for adequate filling of the questionnaire by the 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 simple percentage method.

## CHAPTER FOUR

### DATA PRESENTATION AND ANALYSIS

#### 4.0 Introduction

In this chapter, effort was made to present and analyze the facts gathered from the respondents. The data presentation and description were guided by the researcher questions, which were first stated, after which the data collected with regard to each of the questions were descriptively analyzed in tabular form. Fifty (50) questionnaires were distributed to the respondents and were filled and returned. The researcher used the fifty questionnaires for the analysis. The researcher also used simple percentage.

#### 4.1 Presentation of Personal Data

**Table 1:** Distribution of Respondents according to their sex

<b>Sex</b>	<b>Frequency</b>	<b>Percentage</b>
Male	18	36%
Female	32	64%
<b>Total</b>	<b>50</b>	<b>100</b>

**Source:** Survey, 2021

From the above table, it shows that 18(36%) of the respondents were male while 32(64%) of the respondents were female. This shows that the majority of the respondents that participate in the research were female.

**Table 2:** Distribution of Respondents according to their age

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
25-30yrs	13	26%
30-35yrs	21	42%
40yrs & above	16	32%
<b>Total</b>	<b>50</b>	<b>100%</b>

**Source: Survey, 2021**

The table above revealed that 13 respondents representing 26% of the respondents were from age range of 25-30years, 21 respondents representing 42% were from 30-35years while the remaining respondents 16 representing 32% were from 40years and above.

**Table 2:** Distribution of Respondents according to their Qualification

<b>Qualification</b>	<b>Frequency</b>	<b>Percentage</b>
B.Sc/HND	23	46%
NCE	20	40%
OND	5	10%
O'Level	2	4%
<b>Total</b>	<b>50</b>	<b>100%</b>

**Source: Survey, 2021**

Analysis from the table above revealed that 23 respondents representing 46% have B.Sc/HND, 20 respondents representing 40% have NCE, 5 respondents representing 10% have OND while the remaining respondents 2 representing 4% have O'level. This implies that the majority of the respondents that participate in this research had B.Sc/HND.

## 4.2 Testing of Hypothesis

### Hypothesis one

H<sub>0</sub>: There is no significant relationship between parent's educational background and academic performance of pupils in primary schools.

	<b>SD</b>	<b>Mean</b>	<b>Df</b>	$\chi^2_{\text{cal}}$	$\chi^2_{\text{tab}}$	<b>Decision</b>
Parent's educational background	13.7	9.27	3	10.42	7.82	Rejected
Academic performance of pupils	17.21	11.73				

Table value = 7.82, obtained  $\chi^2_{\text{cal}}$  value = 32.9

P = 0.05 (significant)      df = 3

The data were subjected to chi-square ( $\chi^2$ ) to test for acceptance or non-acceptance of hypothesis. The obtained chi-square value at df 3 and the significant level of 0.05 was 10.42 while the table value is 7.82, since the obtained ( $\chi^2$ ) value is greater than the table value, the hypothesis which says there is no significant relationship between parent's educational background and academic performance of pupils in primary schools is hereby rejected.

## Hypothesis Two

H<sub>0</sub>: There is no significant relationship between parent's economic status and academic performance of primary school pupils.

	<b>SD</b>	<b>Mean</b>	<b>Df</b>	$\chi^2_{\text{cal}}$	$\chi^2_{\text{tab}}$	<b>Decision</b>
Parent's economic status	13.102	22.7	3	32.11	7.82	Rejected
Academic performance of pupils	9.78	13.3				

Table value = 7.82, obtained  $\chi^2_{\text{cal}}$  value = 32.11

P = 0.05 (significant)      df = 3

The data were subjected to chi-square ( $\chi^2$ ) to test for acceptance or non-acceptance of hypothesis. The obtained chi-square value at df 3 and the significant level of 0.05 was 32.11 while the table value is 7.82, since the obtained ( $\chi^2$ ) value is greater than the table value, the hypothesis which says that there is no significant



relationship between parent's economic status and academic performance of primary school pupils is hereby rejected.

### **4.3 Discussion of Findings**

The result of the study also indicates that educated parents provide conducive atmosphere for studies at home. This is in line with Qeca (2010) who asserted that children from literate families where parents provide atmosphere conducive for the formation of good study habit are in better chance of performing well in schools.

Consequently, the result of the findings has shown that single parenting may cause serious psychological trauma on the children and this can adversely affect their concentration on their school work and it can make their performance to drop drastically.

From the findings, it was discovered that the whole background drastically affects the academic development or performance of primary school pupils. The home is seen as the agent that creates the first impression which last throughout a child's life and is also seen as a place that shapes the child's attitude and behavior in any area of his/her life and even career development. Home is seen as the most

significant environment that helps in promoting and stimulating in the child's life self –worth and self confidence that will yield good academic performance.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

#### **5.1 Conclusion**

In conclusion, the home which is the cell of the society and also the foundation of all education remains a tool for every child's socialization. Children are most influenced by the training they set from the homes they come from.

From the findings of the study, it was concluded that family background factor influence academic achievement of students in schools. Prominent among the family background factors include parental educational level, parental income and parental motivation. Educational statuses of the parents and students' academic achievement have a close relationship between them. This is because parents themselves having being to school realized the importance of being educated. They stand better chance to support their children for better academic achievement.

#### **5.2 Recommendations**

On the bases of the results obtained in the research and the literature reviewed, the following are recommended.

1. Parents as a matter of importance should diversify their sources of income so that they can be able to provide fund their children in school for better academic achievement.
2. Students' should give serious attention to studies at home, in addition to other various works done, since the amount of effort they put in their studies influence their academic achievement.
3. Teachers should understand that teaching is a job of conscience. Teachers should handle the students as their own children; try by all means to meet the students' academic social and psychological needs. They should be motivational in their teaching and use different teaching methods so as to go along with all categories of students. This will help bridge deficiencies from negative family background.
4. Parents should provide their wards with essential materials that will help them improve on their academic performance.
5. School's management should discuss the importance of materials in learning and enhanced or conducive home environment with parents in PTA meetings.
6. The Government at all levels should establish and equip more adult education centers for the training of illiterate parents.

### **5.3 Contribution to Knowledge**

This study has bridge the gap as well as expanding the frontiers of information, knowledge and existing literature in this area in the following ways:

- In identifying influence parental socio-economic status has on pupil's academic achievement in Primary schools
- In confirming the fact that home backgrounds have effect on pupil's academic achievement in Primary schools etc.

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**TAI SOLARIN COLLEGE OF EDUCATION OMU-IJEBU OGUN STATE**

**DEPARTMENT OF EDUCATION**

**QUESTIONNAIRE ON**

**THE INFLUENCE OF HOME BACKGROUND ON STUDENT  
ACADEMIC PERFORMANCE IN SOME SELECTED PRIMARY  
SCHOOLS IN ODOGBOLU LOCAL GOVERNMENT AREA OF OGUN  
STATE**

**PERSONAL DATA**

Mark the appropriate box to your answer

Sex: Female ( ) Male ( )

Age: 25-30years ( ) 30-35years ( ) 40 Above ( )

Qualification: B.Sc/HND ( ) NCE ( ) OND ( ) O'LEVEL ( )

**SECTION B**

Instruction:- Please tick ( ) the appropriate option of your choice among the options provided

Keys

SA – Strongly Agree

A – Agree

SD – Strongly Disagree

D – Disagree

S/N	ITEMS	SA	A	AD	D
1	When the family size is large the parents hardly have time for their children.				
2	Student whose parents stay together performance batter than students whose parents are separated.				
3	Single parenthood has negative impact on a student's performance.				
4	Children from broken homes feel rejected and isolated and hardly partake in class activities.				
5	Parents' involvement in academic activities provided by subject teachers for higher success				
6	Children from upper-working class homes				

	perform better academically than those from lower-working class homes.				
7	In homes of educated parents, there are conducive environment for studies.				
8	Single parents hardly have time for the children				
9	Students perform better academically when their parents provide basic educational aids and equipment for their studies.				
10	Students perform better academically when their school fees and other school levies are paid promptly.				
11	Students feel happy and motivated when their parents discuss their academic career with them.				
12	Home libraries and books motivate students for better performance in the school.				
13	Parents who are poor farmers can only enroll their children into minor apprenticeship programmes.				

14	Parents on prestigious occupation want their children to take up the same type of occupation.				
15	Educated parents always want their children to be educated.				
16	Parents of large family size hardly meet up with their children's financial demands.				
17	Children from broken homes feel rejected and isolated and hardly partake in class activities.				
18	Students from small size families enjoy more parental attention than those from large size families.				
19	Only parents who are on high income status can train their children beyond secondary school level.				
20	Some occupations do not give parents time to attend to their children's academic needs.				

