

**SOCIO-ECONOMIC FACTORS AFFECTING THE  
EDUCATIONAL GROWTH OF ADOLESCENTS IN OWAN  
EAST LOCAL GOVERNMENT AREA OF EDO STATE**

**BY**

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NIGERIA**

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**A PROJECT SUBMITTED TO THE  
DEPARTMENT OF ADULT AND NON-FORMAL EDUCATION  
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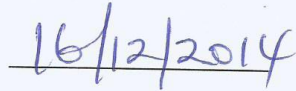
### CERTIFICATION

I certify and approve that this study is adequate in scope and content and was carried out by **ILEABUMAH FAVOUR ANGELA** in partial fulfillment of the requirement for the award of Bachelor of Science Degree (B.Sc.Ed) in Adult Education / Economics & Statistics, University of Benin, Benin City, Nigeria.



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## DEDICATION

This project work is dedicated to **God Almighty** who saw me through my stay in school and to my sweet mother Mrs. Grace Eguakhide and my loving Dad Mr. Amos Eguakhide for their love and financial support.

Also, to my brothers and sisters, and to that one special person Mr. Muiyiwa Peter who emotionally, morally and financially supported me.

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## TABLE OF CONTENTS

Title Page .....	ii
Certification .....	iii
Dedication .....	iv
Acknowledgement.....	v
Table of contents.....	vi
Abstract .....	1
 <b>CHAPTER ONE: INTRODUCTION</b>	
Background of the study.....	3
Statement of the Problem.....	8
Purpose of study .....	9
Research Questions.....	9
Significance of the Study .....	10
Limitation .....	11
Definition of Terms.....	13

## **CHAPTER TWO: LITERATURE REVIEW**

The concept of educational growth .....	15
The impact of socio-economic status on educational growth .....	24
Parental involvement and educational growth .....	30
Parental educational level and educational growth .....	33
Peer influence and educational growth.....	36
Summary .....	40

## **CHAPTER THREE: RESEARCH METHODOLOGY**

Research Design .....	44
Research Population and Sample .....	45
Instrument of Data Collection .....	47
Validity of the Instrument .....	47
Reliability of the Instrument .....	48
Administration of the Instrument .....	49
Method of Data Analysis .....	49

## **CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION**

Introduction .....	50
Presentation of Data .....	50
Analysis of Demographic Data .....	51
Analysis of Research Questions in Section B of Questionnaire .....	57
Discussion of Result .....	72

**CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION**

Summary .....	75
Conclusion .....	77
Recommendation .....	78
Suggestion for further studies .....	80

References

Appendix (Questionnaire)

Questionnaires

## ABSTRACT

This study was carried out to ascertain the socio-economic factors affecting the educational growth of adolescents in Owan East Local Government Area of Edo State..

The study consist of five chapters and each has vital information regarding to the topic under study. Chapter one consist of general introductions and research questions, three research questions were raised which include:

- (1) What are the attributes of educational growth?
- (2) What is the impact of socio-economic status on educational growth?
- (3) What role has socio-economic factor such as educational level, occupational level and income to play in the educational growth of an adolescent?

The chapter two focused on literature review on the meaning of concepts used and counter-montions were critically evaluated, the relationship between socio-economic factors and educational growth was drawn.

The chapter three if this study centered on research methodology and design. The simple random sampling technique was used to select the sampling size. A total of 100 questionnaires were administered to five selected schools within Owan East Local Government Area of Edo State, 20 questionnaire were distributed to each school.

In chapter four, the administered questionnaires were analyzed and interpreted. The findings revealed that there is a high rate of influence of socio-economic status on the educational growth of adolescents in Owan East Local Government Area of Edo State. Other findings were revealed in this chapter.

Chapter five, contains general discussion of findings, summary of research, conclusion reached and recommendation put forward to eliminate the constraint facing the educational growth of adolescents.

# CHAPTER ONE

## INTRODUCTION

### **Background of the Study**

In recent times, education has come to be acknowledged as a useful tool that helps in the development and strengthening of a nation's economic power. Apart from the economy of a country, education has also come to be seen as a necessary tool for the development of every sector and industry.

According to an article "Nigerian Crisis" published in the guardian Newspaper (2003), the government pumps naira running into billions into the educational sector yearly. Ironically inspite of these huge investment, the academic performances of students in secondary schools have become a source of worry to concerned stakeholders in the educational sector; we find it confusing on who and what is to blame for the dismal performance of secondary school students as we see yearly the number of school dropouts increase without barrier, also we see the embarrassing result which is the outcome of certificate examinations, researchers have come to be done on this topic but still, there is no end in sight for the woeful performances of

students in examination, hence decline in educational growth. Researchers have questioned the reason for the decline, could it be the government's attitude? The issues of home background? Could it be peer or socio-economic status of the family?

However, education in its general sense is a form of learning in which the knowledge, skills and habits of a group of people are transferred from one generation to the next through teaching, training or research. An experience that has a formative effect on the way one thinks feels or act may be considered educational Assman (2002).

Education helps in the developing of the powers of reasoning and judgment and generally for preparing oneself and others intellectually for a mature life. Education helps in the development of effective communication skills, higher cognitive skills, cultivation of virtues, development of global perspective as well as helps towards the preparation of lifelong learning (Uc Davis Educational Objectives, 2014).

Educational growth is therefore a phenomenon of long term rise in educational capacity to supply increasingly diverse educational goals to the

learning based on advancing technology and the institutional and ideological advancement in demand (wiki educator, 2008).

However, there are some socio-economic factors that affect educational growth. Socio-economic factors are set of social and economic experiences and realities that help mold and shapen one's perception, attitude and lifestyle. The factors can also define regions and neighborhoods. According to the edition of national health interview (2000) survey, they find that adolescent from poor and low earning families are more likely than their affluent counterpart to be in fair or poor (versus good or excellent) health, have limitations in educational activities and have behavioral and emotional problems.

According to Parelius and Parelius in the book *Sociology of Education*, both laid emphasis on the effect of family background on educational achievement. Family background determines the quality and quantity of education a child receives. According to Parelius and Parelius (2000), scores on standardized ability, achievement test, classroom grades, participation in academic programmes, involvement in extra curricula

activities, years of schooling completed or enrollment in or completion of college and professional school, children from one socio-economically advantaged homes out perform their less affluent peers.

Socio-economic status here, is a construct that captures various dimensions of social position including prestige, power and economic well-being. Socio-economic status is often measured as a combination of education, income and occupation (Holf, Laursen & Tardiff 2002; Dakes & Ross 2003), most contemporary investigators agree that three quantitative indicators provide reasonably good coverage of the domains of interest. These are income, educational and occupational status (Brown & Conoyn 2002; Esminge & Forthergu 2003). Children from low socio economic status household or community develops academic skills more slowly compared to children from high socio-economic groups (Morgan, Farkas, Hilemeier and Maczuga 2009). The school system in low socio-economic communities are often under-resourced thereby negatively affecting students academic progress (Aikens & Barbarin 2008).

Children from high socio-economic status families are more likely to attend good secondary schools due to the fact that the school system in high socio-economic communities are well equipped hence, boosting academic performance. These high socio-economic status children have the means to pursue higher education at the university or related professional school and to complete the programme without academic and financial difficulties. In otherwords, the lower class children are constrained to attend low quality secondary schools. They may be unable to complete the course because of financial problems. They are likely to perform poorly in West Africa School Certificate/ General Certificate of Education Examinations and this seals their chances of going on for higher education. We have seen that some secondary schools in Nigeria are better in quality than others. The higher the quality of secondary schools, the better the chances of success of its students andthe more assure their places in higher education. However, since families are unequal, there is bound to be unequal provision of education of different family group.

This study is therefore directed towards looking into socio-economic factors that affect the educational growth of adolescents in Owan East Local Government Area of Edo State.

### **Statement of the Problem**

For over a decade, there has been a decline in the educational growth and outcome of adolescents in Owan East Local Government Area of Edo State. This problem has persisted due to some socio-economic factors which arise a barrier to educational growth and the achievement of educational goals.

Education, income and occupation, place of residence, culture / ethnicity are all socio-economic factors that affect educational growth. This study is set out to examine the afore mentioned factors and how these factors work together in affecting the educational growth and academic performance of secondary school students / adolescents in Owan East Local Government Area of Edo State.

## **Research Questions**

- (1) What are the attributes of educational growth?
- (2) What is the impact of socio-economic status on educational growth?
- (3) What role has socio-economic factor such as educational level, occupational level and income to play in the educational growth of an adolescent.

## **Purpose of the Study**

The purpose of the study is to:

- (1) To ascertain the level at which educational growth can be limited due to socio-economic factors.
- (2) To examine how students with the different educational growth due to socio-economic factors can be assisted and how the problems associated with socio-economic factors can be controlled by the student and other interested bodies.
- (3) To examine ways students with low socio-economic background can confront the problems related to their socio-economic status and

reverse the negative effect associated with their socio-economic status and their performance and educational growth.

### **Significance of the Study**

The rationale for a study of this nature cannot be underestimated. The study is significant for a number of reasons;

In the first place, the study is focused on identifying students with low socio-economic status, so that appropriate counseling can be undertaken to assist them in handling this problem.

The study will specifically improve the academic performance of senior secondary school students in future. It will act as a resource material to any person or educator who might have the need to know the role of socio-economic factors to educational growth in Owan East Local Government Area of Edo State. In addition, the study will have contribute to existing literature in the area.

Besides the result emanated from the study will also act as a veritable material to the people who are involved in adolescent education that is, both

the leadership of the programme and its participants prompting a positive impact.

Furthermore, the study will provide data for teachers, counselors and even the government as they will be well equipped to assist students with their academic and help in their overall educational growth and development.

Finally, other researchers will find this study useful. This study will generate data that will provide the basic foundation needed for further or future researches.

### **Limitation of the Study**

This study is limited to Owan East Local Government Area of Edo State, also the local government education authority in Owan East might not want to take a bold step in improving the standard of living of people which will in turn improve their socio-economic status. This is so because they might be comfortable with the status quo. Some other limitations that characterized this research work are:

- 1) Non-availability of materials

2) Non-availability of time

3) Shortage of funds

1) Non-availability of materials: Although many researches have been undertaken concerning socio-economic status of the inhabitants of Owan East Local Government Area, there were no materials on socio-economic factors affecting educational growth of adolescents. Thus assessing these materials was a problem.

2) Non-availability of time:- As a result of time constraint, this project could not cover such area that affect mental health of student,as a result of their socio-economic status such as students perception of education and how their socio-economic status affects their academic performance / educational growth.

3) Shortage of fund:- A research work of this nature ought to cover all schools in the selected area which is Owan East Local Government Area of Edo State but as a result of shortage of funds, the research work is limited to some selected schools.

## **Definition of Terms**

- Education

Education is a form of learning which skills, knowledge and habits of a group of people are transferred from one generation to the next through teaching, training or research. John Dewey also defined education as an accumulation of experiences that stimulate both growth and the capacity for further growth.

- Growth

According to Dewey, growth is a process of change or evolution. Growth is the process of increasing in size, physically and mentally. Growth is an act or process of development.

- Factor

One of the elements contributing to a particular result or situation.

- Socio-Economic Status

Socio-economic status is an economic and sociologically 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

- Adolescent

A young person in the process of developing from a child into an adult.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter deals with the review of related literature on socio-economic factors affecting the educational growth of adolescents in Owan East Local Government Area of Edo State. It is organised under the following headings:

- (1) The concept of educational growth
- (2) The impact of socio-economic status on educational growth
- (3) Parental educational level and educational growth
- (4) Peer influence and educational growth
- (5) Summary

#### **Concept of Educational Growth**

Education is a primary need in this near of globalization. Education not only give insights, it also grooms the personality; inculcate moral values, add knowledge and gives skills. Battle and Lewis (2002). Education is necessary owing to the atmosphere of competition in every field, highly qualified people are needed.

According to Battle and Lewis (2002) in this era of globalization and technological resolution, education is considered first step for every human activity. It plays a vital role in the development of human capital is linked with an individual's wellbeing and opportunities for better living.

Education according to Hunbbel Meer (2012), could be any act or experience that has a formative effect on the mind, character or physical ability of an individual. In this technical sense, education is the process by which the society deliberately transmit its accumulated knowledge skills and values from one generation. The concept of education has different definitions but whatever definition that one may find interesting or accurate, one thing must be noted that the point of all the above explanations for education lies in the passive idea of "Being Educated".

According to the oxford dictionary, growth is defined as the development from a lower or simple to a higher and more complex form; growth is evolution.

Therefore, educational growth is a phenomenon or longrun rise in educational capacity supply increasingly diverse educational to learners

based on advancing technology, environmental changes, dynamism of the society as well as institutional and ideological advancement in demand.

Unfortunately, what has become the problem of many of our institutions is that they seem to forget the real pleasure of transferring not only book text into their pupils brains, but the consciousness and sense that what they (the students) are getting is not only limited to securing good grades and to apply for better jobs. The process of being educated is far more precious and prestigious than only monetary terms (Hunbbel Meer 2012).

While much research exist on what happens inside the classroom in affecting school experience of children and adolescence much less exist on what happens outside the classroom in influencing progress through or completion of different educational cycles.

When an adolescent is said to grow educationally or to have attained educational growth, it implies an all-round (360) degree boost. Some aspects which make up educational growth of an adolescent are when the acquisition

of vocational skills, educational knowledge, social skills,, (Character Development and Attitudinal Orientation) etc.

According to Hunbbel Meer (2012), some parent want schools to prepare their children for future jobs and careers, other parent want the schools to teach specific set of ideas and beliefs. Some parent even want their young ones to learn to develop their own independent ideas. But regardless of these different goals, most schools assign most of their pupils time to learning scattered fragments of knowledge about some so called “basic” subjects like reading, writing, arithmetic, science and tid-bit of cultural history and they consume the rest of those children time with incessant test and home work. Surely, that kind of broad education helps many children to comprehend many aspect of the world they are living in. However questions have arisen on how well it prepares them to deal with more complex real world problems. If the real aspects of education like the acquisition of vocational, social skills etc are exemplified in the educational process.

Lauglo & Maclean (2005) stated that vocational skills can be viewed as a coherent part of the overall education system. The massification and diversification of secondary education and the expansion of access to vocational and technical education helps retain more students in school.

According to John Polesel (2010) vocational training in schools constitute an important and significant curriculum reform in secondary schooling that is usually offered at the most basic qualification level within subject model paradigm of secondary certificate.

According to Kelly & Price (2009), the introduction of vocational programmes in schools has the potential to create more inclusive environment for disadvantaged students. Vocational skill acquisition according to the National Education and Vocational Education in France (2000) follows from general education and prepares young people for qualified employment as anything from blue collar worker to engineer.

The article of education at a glance (2009) Vocational skills increases human capital and have a significant effect on economic growth skill development can play a significant role in reducing poverty and crime.

Also the acquisition of social skills and the importance of living a healthy lifestyle is an important tool for educational growth to be achieved. Development of social skills is a basic educational growth process because modern life places premium on the ability to work effectively. In groups, tolerate each other differences and deal with inter personal conflicts and tensions (Telana & Polvi 2007).

Secondary social skills play an important role as it creates a supportive emotional and motivational climate. Such climate can facilitate the implementation of the other major education goals which can spurt education growth and development, development of nature self-concept, acquisition of motor skills, development of the right attitude in adolescent to enable them develop a healthy lifestyle and maintain it.

Also, under social factors, one must not disregard factor which plays a key roles. This factors are human capital resources, positive family role models, residential stability and family structure is related to educational attainment individual from. Infact families completed on average more years of schooling and were also more likely to graduate from high school, attend

and complete college compared to peers raised in blended or single parent families (Donna K. Ginther 2004). Human capital resources positive family role models, residential stability and family structure have been shown to be correlates of adolescents academic success and educational growth. Human capital, the resources of human require education, job skills, work experience; Parcel, Dufu & Zito 2010; Portes & Fernacles Kelly 2008), that contribute to their ability to be productive members of the society, often is represented by parental education. human capital positively influence the quality of children's home environment in ways that enhance their academic success (Magnuson 2007). Human capital provide parent with an awareness of the value of an education, the general knowledge of what it takes to succeed in school and skills to interact effectively with members of their children school (Garcia et al 2002; Johnson Crosnoe & Elder 2001). Research have shown that parent who have completed at least secondary education generally are well prepared to guide their children through the education system (Jensen 2007, Perezetal 2009). Parental education has been associated with academic success at all academic levels (Jensen 2007; Lopez Gallimore; Garnier & Reese 2007).

A family level factor that may be particularly relevant during adolescence is family role models. According to social modeling others. Further, adolescents in general are most likely to be influenced by role models around their families. While parents through their education and careersuccess, serve as role models for children's academic efforts, non-parental family role models educational and career accomplishment also would contribute to children's educational growth and success. In some cultural growups where close relationship often exist with extended family members, relatives academic and career success not only make them positive role model for academic success but also provide additional human capital for children to draw (e.g Sources of advice for negotiating the educational system and support for academic success (Carazos et al 2010; Stanton – Scuazar 2001).

Another family level factor included as residential school stability. Parent who move around, changing environment, such mobility likely means that their children change schools more frequently that their peers. Students who remain in same school generally do better academically than those who are mobile, more mobile students in general tend to have poorer reading and

math scores (Mantzicopoulos & Knutson 2000) and an increased risk of school dropouts (South, Haynre & Bose 2007). Students who move frequently encounter disruption in their school experiences due to the lack of continuity in content, disruption in social ties and feelings of alienation (Engel 2006). Thus residential school stability would relate positively to Owan East Local Government Area of Edo State adolescents academic performance and educational growth.

Research also shows that children who live with biological parent do better in school than their peers living in other family structures. (Porter & Fernandez – Kelly 2008, Suarez – Orozio et al 2010). Adolescents see their families as the primary source of support (knight et al 2010). It is likely that growing up in an intact family would be an important resource for those adolescents as they attempt to succeed in school and other endeavors. Therefore, adolescents living with both biological parent would show greater academic success and growth compared to peers living with a single biological parent.

## **The Impact of Socio-Economic Status on Educational Growth**

Socio-economic status is a construct that captures various dimensions of social positions, including prestige, power and economic wellbeing. (Hoff, Larsen & Tardiff 2002, Wakes & Ross 2005) most contemporary investigators agree that three quantitative indicators provide reasonably good coverage of the domains of interest – income, education and occupation (Brown & Corwyn 2002; Ensminger & Fortherr 2003).

Socio-economic status forms a huge part of this equation. Children raised in poverty rarely choose to behave differently because they are faced daily with overwhelming challenges that affluent children never have to confront and their brains have adapted to sub optimal conditions in ways that undermine good school performance.

Many low socio economic status children face emotional and social instability. Typically the weak and anxious attachment formed by infants in poverty become the basis for full-blown insecurity during early childhood years. Very young children require healthy learning and exploration for optimal brain development. Unfortunately, impoverished families, there tend to

be higher prevalence of such adverse factors such as teen motherhood, depression and inadequate health care, all which leads to decreased sensitivity towards the infant (Van Ijzendoorn et al 2004) and later poor school performance and behavioral on the child's part.

In addition, low income caregivers are typically half as likely as higher income parent to be able to track down where their children are in the neighborhood (Evans 2004) and frequently do not know the names of their children's teachers or friends. One study found that only 36% of low income parent were involved in three or more school activities on a regular basis compared with 59% of parent with a high socio-economic status (U.S. Department of Health and Human Services 2000).

Low socio-economic status are often left at home to fend for themselves and younger siblings while their parent work long hours; compared to well off peers. They spend less time playing out doors and more time watching television and are less likely to participate in after school activities (U.S. Census Bureau 2000) Low socio-economic status adolescents are more likely to give up or become passive or uninterested in school. Unfortunately,

children won't get model for how to develop proper emotions or respond appropriately to others by watching cartoons. The failure to form positive relationship with peers inflict long term socio-emotional consequences which can impede educational growth (Szewczyk – Sokolowski et al 2005). Children raised in poverty are faced daily with over whelming challenges that affluent children never have to confront and their brains have adapted to sub-optimal conditions in ways that undermine good school performance and academic growth. The most significant risks factors affecting the educational growth of adolescents raised in poverty are: emotional and social challenges, acute and chronic stresses that cognitive lags.

More often than not, low income parent are over stressed in trying to meet up with the daily needs of their families. The resulting depression and negativity often lead to insufficient nurturing disengaged parenting and difficulty in focusing on the needs of children, compared to middle or high income children, low socio-economic status children are exposed to family violence, disruption and separation.

Stress can be defined as the physiological responses to the perception of loss of control resulting from an adverse situation or person, occasional or roller coaster stress. Is healthy for all of us, it supports our immune function and helps develop residency. However, acute or chronic stress that children raised in poverty experience leaves a devastating imprint on their lives. Acute stress refers to severe stress resulting from exposure to such trauma as abuse or violence, whereas chronic stress refers to high stress sustained overtime. Adolescents raised in poverty are more subjected to both of these types of stress than their affluent peers, but chronic stress is more common and exert more relentless influence on children or adolescents day-to-day lives. Low socio-economic status children face abuse which is a major stress or to children raised in poverty (Gershoff 2002) Slack Hou, Mcdaniel, Yoo & Bolger 2004), document that care givers or parent disciplinary strategies grow harsher as income decreases, lower income parent are on average more authoritarian with their children, tending to issue harsh demands and inflict physical punishment such as extreme spanking (Bradly, Corwyn, Burchinal, Mc Adoo & Coil 2001). Children living in poverty also experience significantly larger chronic stress than their affluent counterpart (Almeida,

Neupert Banks & Serido 2005). Chronic stress which comes as a result of low income parent impairs attention and concentration (Crickson, Drevets and Schuiken 2003), reduces cognition creativity and memory (Lu pien; King Meaney & Mc Ewen 2001), increase the likelihood of depression (Hammack, Robinson, Crawford & Li 2004). A child from a low income home and stressful home environment channels that stress into disruptive behavioral at school and be less able to develop a healthy social and academic life (Bradley & Crowyn 2002). Hence, chronic stress exert devastating insidious influence on children's physical, psychological, emotional and cognitive function in areas that affect brain development, academic success and social competencies. Student subjected to such stress may lack crucial coping skills and experience significant behavioral and academic problems in school.

Research has found that high socio economic status correlate positively with good parenting which in turn improves the academic achievement. Unfortunately, the converse is also true, poverty impairs parenting skills and disengaged or negative parental in turn impairs children's school performance. Parent who are struggling just to stay afloat

tend to work extra hours odd shifts and multiple jobs and are not available to provide attention and affection and devote their time, energy and resources to their children. These deficits have been associated with high level of externalizing, behaviors and poor academic performance of adolescence part (Hsueh & Yoshikawa 2007). Fishbein and colleagues (2006) found that adolescence, a period accompanied by dramatic brain changes is a particularly vulnerable time for children to be exposed to chronic stress. They found that risky decision making such as alcohol or drug use and poor social competency correlated with adolescence previous exposure to highly stressful life events. Children who have had greater exposure to abuse, neglect, danger loss or other poverty related experiences are more reactive to stressors. Unfortunately, stress relieving recreational activities are largely unavailable to those living in poverty. For example, neighborhood parks and recreational facilities tend to be scarce in hazardous area or in disrepair (Evans 2004) Poor adolescents are half as likely as well-off children are to be taken to museums, theatres or the library and are less likely to go on vacations or on other fun or culturally enriching outings which can promote educational growth (Bradley & Corwyn 2002).

## **Parental Involvement and Educational Growth**

The benefit of parents being involved in their children's education in general and their children literacy activities in particular, is overwhelming. Research shows that parental involvement in their children's learning positively affects the child's academic performance (Fan & Chen 2001). In both primary and secondary schools (Finstein & Symons 2000), leading to higher academic achievement, greater cognitive competence, greater problem solving skills, greater school enjoyment, better school attendance and fewer behavioral problems at school (Melbul Sylvia, Sammons et al 2001).

Early reading experiences with their parent prepare children for the benefits of formal literacy instruction. Indeed parental involvement in their child's reading has been found to be the most important determinant of language and emergent literacy (Bus, Yan Ijzendoorn & Pellegrin). Furthermore, parent who introduce their children to books give them a head start in school and an advantage over their peers throughout primary school (Wade & Moore 2000). Involvement with reading activities at home has

significant positive influence not only on reading, achievement, language skills (Gest, Fredman, Damitrovich & Weish 2004), but also on pupils interest in reading, attitudes towards reading and attentiveness in classroom.

Parental involvement is a more powerful force than other family background variables, such as social class, family size and level of parental education (Flouri & Buchanan 2004).

Research also shows that the earlier parent become involved in their children's literacy practices, the more profound the results and the longer-lasting the effects (Mullis, Mullis, Cornille et al, 2004). Additionally, of all school subjects, reading has been found to be the most sensitive to parental influences (Senechal & Le Fevre 2002). In turn, success in reading is a gateway to success in other academic areas as well (Jordan, Snow & Porshe, 2000).

Although parental involvement has the greatest effect in the early years, it's important to adolescents educational and a literacy outcome continues into the teenage and even adult years (Desforgis & Abovchaar, 2003). For example, Feinstein and Symons (2000) found that parental

interest in their children education was the single most powerful of achievement at age 16 (sixteen). Therefore, there is ample evidence that parents who promote the view that reading is a valuable and worthwhile activity have children who are motivated to read for pleasure (Baker & Scher 2002).

Finally, the benefits of parental involvement extend beyond the realm of literacy and educational achievement. Studies show that children whose parent are involved show greater social and emotional development (Airen & Daly 2002), including more resilience to stress greater life satisfaction, greater self-direction and self-control, greater social adjustment, greater mental health, more supportive relationships greater social competence, more positive peer relations, more tolerance and less delinquent behaviors (Desforges & Abouchar, 2003). It is therefore important that parent and care givers are aware of the significant contribution they can make to their children's learning by providing a stimulating environment around language, reading and writing as well as supporting at home the schools literacy agenda both during the early years as well as the primary and secondary years of schooling.

## **Parental Education and Adolescent Educational Growth**

Parents are the most immediate relation of a child. Their financial states and education do have an important influence on the personality in the child. Educated parent better understand the educational needs and their early education which affects their proficiency in their relative area of knowledge. Belonging to strong financial background, parent can provide latest technologies and facilities in the best possible way to enhance educational capability of their children.

Parental education is an important predictor of children's educational and behavioral outcome (Davis, 2005; Dearing, *et al* 2002), family socio-economic status including parents education would predict the quality of family interactions and child behavior. Next, based on social – cognitive ecological models (e.g Guerra & Hicksman, 2004), Parental education, the equality of family interactions and child behavior would shape by late adolescent, educational achievement and aspirations for future educational success.

Infact, research suggests that parental education is indeed on important and significant unique predictor of child achievement. For example, in an analysis of data from several large-scale development studies, Duncan and Brooks Gunn concluded that material education was linked to children's intellectual outcome even after enrolling for a variety of other socio-economic indicators such as household income. Davis (2005) found direct effects of parental education on children standardized achievement scores, both parental education and income exerted indirect effects on parents achievement fostering behavioral and subsequently children's achievement through their effects on parent educational expectations.

Family process models (e.g. Longger et al 2002, Vander Water, Huston & Mc Loyd 2002) have proposed that the effects on socio-economic stress e.g. Financial strain, unstable employment on adolescent outcome are mediated through parenting stress and family interaction pattern (e.g. Parental depressed mood, lower levels of warmth, nurturance and monitoring of children). That is family structural variables such as parental education and income affect the level of actual interactions with the family and concomitantly the child's' behavior.

Thus it is possible that low Socio-economic status (including low parental levels) could affect negative family interactions patterns, which can influence child behavior problems and in turn affect lowered academic achievement and educational growth overtime.

Parent education patterns during childhood also might be linked more directly to the child's developing academic success and achievement oriented attitudes (Erick,*et al* 2009). Thus for example, a child exposed to parent who model achievement oriented behavior (e.g. Obtaining advanced degrees, reading frequently encouraging a strong work ethic and provide achievement oriented opportunities e.g. (Library and Museum trips, after school enrichment programs, educational books and videos should develop the guiding belief that achievement is to be valued, pursued and anticipated. This belief should then in turn promote successful outcomes across development including high school graduation, the pursuit of higher learning and acquisition of high prestige occupations. Not surprising there are positive relations between parents level of education and parents expectations for their children's success (Davis – Kean 2005) suggesting that more likely highly educated parents actively encourage their children to

develop high expectations of their own. Importantly on the other hand, a review found that parent who experience difficult economic times have children who are more pessimistic about their educational futures.

In conclusion, parental education is of vital importance in affecting student's educational achievement also. They are like backbone in providing financial and mental confidence to students. Explicit difference can be observed between those student who belong to different financial status and different parental educational level (De Hass, Williams, & Doan, 2005).

### **Peer Influence and Educational Growth**

The effects of peer groups and social interactions play a vital role in various policy debates. Researchers examine the effects of peer group and neighborhood characteristics on the likelihood of children's academic achievement and educational outcome (Hoxby, 2000; Hanushek,*et al*, 2003, Angrist & Lang, 2004).

Among various dimensions of peer interactions the effects of classroom (School Peers on a student's own academic performance is at the heart of the diverse debates on educational reform. For example, a certain structure of

peer interactions among classmates, schoolmates and friends in the residential neighborhood is either implicitly or explicitly assumed in arguments on ability grouping (Argys,*et al*, 2000; Betta & Shkolnik, 2000, Flylio & Page, Kang,*et al*, 2006). However, studies report significantly positive effects of peer group on academic achievement (Hoxby, 2000, Zummer and Toma, 2000; Sacredaote, 2001, Hanushek,*et al*, 2003, Sacredote, 2001, Hanushek,*et al* 2003, Zimmerman, 2003).

Adolescence is a time of transformation in many areas of an individual's life. In the midst of these rapid physical, emotional and social changes; Youth begin to question adult standards and the need for parental guideline. It is also a time for individuals to make important decisions about their commitment to academics family, and perhaps religion. Young adults begin to ask questions such as "is school important to me?" How do I want to spend my time?" The choices that adolescents make regarding their motivation, engagement and achievement in school (and in life) and the satisfaction they obtain from their choices depend, in part on the context in which they make such choices (Ryan 2000).

According to Castrogiovanni (2002) a peer group is defined as a small group of similarly aged; fairly close friends, sharing the same activities. In general, peer groups or cliques have two to twelve members with an average of five or six. Peer groups provide a sense of identity. Given that adolescence spend twice as much time with peers as with parent or other adults, it is important to study the influence or pressure that peers place on each other. As already eluded, peers can also provide many positive elements in an adolescent's life. It is important however to remember that peer influence can potentially have a deadly impact or other various negative effects.

Ide, Pareson, Haertel and Walberg conducted a Meta – analysis of studies which examines the similarity of best friends and students of close friends in the academic realm. Across the ten studies reviewed, friends were similar in regards to academic achievement. An individual and his or her friend's grades and test scores were moderately correlated. In addition, friends were similar regarding college or higher school aspirations. Landau (2002) supported this conclusion by stating that students who care about learning are more likely to associate with peers who share same interest. It was found that associating with friends who have a positive effect towards

school enhanced students own satisfaction with school, whereas associating with friends who have a negative effect towards school decreased it (Ryan 2000). Landau (2002) stated that an adolescent's expectancy of success was the primary predictor of academic effort and grades. A sense of belonging and support of a peer group was also significantly associated with these outcomes.

Overall, Ungar (2000) depicted peer groups in a positive light. He closed his article by stating the following:

By exploiting opportunities available to them through the peer group, high risk youths challenge the stigmatizing labels assigned to them by their families and community. As they participate with peers in the creation of self-definition, they move from feelings of worthlessness and disempowerment to confidence and well –being. All this affects educational growth positively.

In conclusion, harnessing the power of peers can be important to create a school climate supportive of academic excellence (Burns & Darling 2002).

## **Summary**

This study is set to examine different socio-economic factors affecting the educational growth of adolescents in Owan East Local Government Area of Edo State.

In this era of globalization and technological evolution; education is considered as a first step for every human activity. It plays a vital role in the development of human capital and is linked with an individual's well-being and opportunities for better living (Battle and Lewis 2002). It ensures acquisition of knowledge and skills that enable individuals to increase their productivity and quality of life. This increase in productivity also leads towards new sources of earning which enhances the economic growth of a country (Santon 2000). The quality of students' performance remains at top priority for educators. It is meant for making a difference locally, regionally, nationally and globally. Educators, trainers and researchers have long been interested in exploring variables contributing effectively to the quality of educational growth of learners. These variables are inside and outside school that affect students quality of academic achievement. These factors may be termed as students' factors, family factors, school factors and peer factors (Johnson & Elder, 2004). Generally, these factors include peer group / age

group, socio-economic status, parent educational level, parent involvement, parental profession, language, income and religious affiliations.

Unfortunately, defining and measuring the quality of educational growth is not simple issue and the complexity of this process increases due to the changing values of equality attributes associated with the different stakeholders view point (Blevins, 2009; Parri, 2006).

Besides other factors, socio-economic status is one of the most researched and debated factor among educational professionals that contribute towards educational growth and academic performance of adolescents. The most prevalent argument is that, socio-economic status of learners affects the quality of their academic performance. Most of the experts argue that low socio-economic status has a negative effect on the academic performance of students because the basic need of students remain unfulfilled and hence do not perform better academically. The environment and personal characteristics of learners play an important role in the academic success of an adolescent. The school personal, members of the families and communities, peer group provide help and support to students

or the quality of their academic performance. The social assistance has a crucial role for the accomplishment of performance goals of students at school (Goddard 2003). Besides social structure, parents' involvement in their child's education increases the rate of educational growth of their child.

Above and beyond other factors, the effects of socio-economic status are still prevalent at the individuals level (Capraro, *et al*, 2000). The socio-economic status can be deliberated in a number of different ways. It is most often calculated by looking at education, occupation and income and facilities used by individuals separately or collectively. Parental education and family socio-economic status level have positive correlation with the students' quality of achievement (Jeynes, 2002; Mitchel & Collom, 2001; Ma & Klinger, 2000). The students with high socio-economic status perform better than students with medium socio-economic status and middle class students perform better than low socio-economic status (Garzon, 2006, Kahlenberg, 2006, Kirkup, 2008).

In conclusion, the achievement and educational growth of students is negatively correlated with low socio-economic status level of parent because

it hinders the individual in gaining access to sources and resources of learning (Duke, 2000; Eamo, 2005). Low socio economic status affects the achievements of students dragging them down to lower level (Sandler 2001). This effect is most visible at pre-secondary level (Trusty 2000). It also observed that the economically disadvantaged parent are less able to afford the cost of education of their children at higher levels and consequently they do not work at their fullest potential thereby constituting an hindrance to the educational growth of their children (Rousi & Barrow 2006).

### **CHAPTER THREE**

#### **RESEARCH METHODOLOGY**

The focal point of this chapter is on the description of the method adopted in the study since the research is set out to determine the socio-economic factors affecting educational growth of adolescents in Owan East

Local Government Area of Edo State. The description of the method adopted would be done on the following subsections:

- Research Design
- Research Population and Samples
- Instrument for data collection
- Validity of instrument
- Reliability of instrument
- Administration of instrument
- Method of data analysis

### **Research Design**

Osemwota, Okhakhu and Tonwe (2009:61) viewed research design as the structure, programmes and strategy upon which hypothesis and research questions are evaluated and that it guides the researchers in the process of collecting, analyzing and interpreting observations.

A survey design was used to collect the data in order assess the influence of socio-economic factors on educational growth f adolescents in

Owan East Local Government Area. The design was considered appropriate because it involved the sampling of opinions, views and perception of given participants in social and economic activities.

### **Research Population and Sample**

A population is the theoretically specified aggregation of elements from which the sample is actually selected. The population of this student was made up of all adolescent learners in Owan East Local Government Area of Edo State.

There are 10 secondary schools in Owan East Local Government Area of Edo State, out of which five (5) were selected randomly comprising of at least two each for publicly owned and privately owned schools were presented in the population. One hundred (100) adolescents' learners in secondary schools in Owan East Local Government Area of Edo State were randomly selected and administered with questionnaires, the sample centers were:

- (1) Hope secondary school Warrake, Afobakhire Road (Privately Owned)
- (2) Uokha Grammar School Uokha Afuze, Otuo Road (Publicly Owned)

(3) Ase Secondary School Afuze, Emai (Privately Owned)

(4) Ikhin Mixed Secondary School, Ikhin (Publicly Owned)

(5) Oka Secondary School, Izekor Off Akugbe Privately Owned).

For the purpose of this research study, a total of 100 copies of questionnaires were distributed, twenty (20) copies to each center.

The sample technique implored here was the simple random sampling. In this sampling, every member of the sampling population had equal chance of being selected. Simple random sample is a fair and unbiased technique of selecting a sample because no item had an advantage over the other in obtaining representation in the sample.

### **Instrument for Data Collection**

The major instrument used for gathering of data was the questionnaire on the socio-economic factors affecting educational growth of adolescent designed by the researcher.

The instrument was made up of two sections. Section A which is designed to find out the personal data of respondent such as sex, age, religion, occupation of parent and marital status, educational level while section B focuses mainly on issues bordering on the research questions raised and other issues considered relevant to the study. The questions were based on a yes or no option requiring the respondents to select.

### **Validity of Instrument**

Omorogiuwa (2010:105) see validity of instrument as the extent to which an instrument measures what is supposed to measure. That is, the extent to which a test fulfills the purpose on which it is designed and suitable to the group for which it is designed.

The validation process is to determine if the questionnaire is valid. That is, if the questionnaire measures what it ought to measure and if it was administered to the right population sample. To determine the validity of the questionnaire to be administered for this research, content validity is used. That is, three specialist on the content area of this research certified that the test measured what it is set out to measure. Hence, it is valid.

## **Reliability of Instrument**

Questionnaires were administered to respondent in Owan East Local Government Area of Edo State. After the collection of questionnaire, the test-re-test method of estimating reliability was used to measure the extent of consistency to which the items (questionnaire) is consistent with what it ought to measure. The procedure followed was that the instrument was first administered to the same set of people within a space period of time. The result obtained from the two set were almost the same, hence it is reliable.

## **Administration of Instrument**

The researcher personally administered the questionnaire in the selected secondary schools in Owan East Local Government Area of Edo State. Permission was taken from the authorities of selected schools, explanations were given where given were necessary to ensure that the

questions were responded to appropriately. All questionnaires were answered and returned to the researcher accurately after completion.

### **Method of Data Analysis**

The completed questionnaire are being collected, serialized and analyzed sequentially according to the research questions. The researcher made use of simple percentage in the analysis of data and data selected, calculated based on the number of percentages (%) of the respondents. This is used because of its adequacy with responses as regards to sex, age, religion, educational level, occupational level of parent and so on. Tables were used to represent information to facilitate the analysis and each table is followed by the interpretation of the result obtained from the responses of the questionnaire.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND INTERPRETATION**

#### **Introduction**

The purpose of this chapter is to describe and interpret the data of the survey and to use them to answer the questions set out by the researcher to be resolved in the course of this study.

The questionnaire contains questions requesting for the bio-data of spondents in Section A and questions on the subject matter of the study problems in Section B. a total of (100) questionnaire were distributed to five (5) schools, each with 20 questionnaire. They were all correctly filled and returned. This means that a total of 100 copies of the questionnaire were returned to be presented, analyzed and interpreted.

### **Presentation of Data**

The analysis of data collected from the students from five schools will be treated in sections. The section A discusses demographic data of the respondents while section B is analysis of the research questions. The respondents were randomly selected from schools with Owan East Local Government Area of Edo State. The statistical method adopted in this study is frequency distribution and simple percentages.

Socio-economic factors affecting educational growth of adolescents in Owan East Local Government Area of Edo State is being studied in the light of several factors; these factors are shown in the tables to be presented. The responses to these factors are given in form of *Yes and No*.

In analyzing the questionnaire, each school will be separately analyzed and later their combination and interpreted in a single table format.

### **Analysis of Demographic Data**

The demographic data were analyzed using simple frequency, distribution and simple percentages. They are shown in tables below:

**Table I: Demographic Data of Schools Involved**

<b>Respondents Institution</b>	<b>Number of Questionnaire</b>	<b>Number of Respondents</b>	<b>%</b>

	<b>Distributed</b>		
<b>Hope Secondary School Afobakhire (Private)</b>	20	20	20%
<b>Uokha Grammar School Afuze.Otuo Road (Public)</b>	20	20	20%
<b>Ase Secondary School Afuze .Emai (Private)</b>	20	20	20%
<b>Ikhin Mixed Secondary School. Ikhin (Public)</b>	20	20	20%
<b>Oka Secondary School Izekor (Private)</b>	20	20	20%
<b>Total</b>	100	100	100%

From the above table, 100 questionnaires were distributed to 5 different secondary schools with 20 questionnaires distributed each to each school they were all collected, which gives 100% of responses received in this research.

Note: It shows that the total administered questionnaires were collected adequately.

**Table 2: Respondents According to Sex**

<b>Variable</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Male</b>	41	41%
<b>Female</b>	59	59%
<b>Total</b>	100	100%

From the above Table II, it is observed that 41% respondents were male while 59% were female.

**Table 3: Respondents According to Age**

<b>Variable</b>	<b>Frequency</b>	<b>Percentage</b>
<b>10 – 12</b>	54	54%

<b>13 – 15</b>	31	31%
<b>16 – 18</b>	12	12%
<b>19 – 21</b>	3	3%
<b>Total</b>	100	100%

From the Table III above, pupils between the age bracket 10 – 12 were more involved in secondary school programmes, followed by pupils between age 13 – 15 while those of 19 – 21 were not well represented. Respondents in privately owned secondary schools between the age 10 – 12 were more than the public centers.

**Table 4: Distribution of Respondents According to Data of Marital Status of Parent.**

<b>Variable</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Single</b>	54	54%
<b>Married</b>	39	39%
<b>Separated</b>	100	4%
<b>Divorced</b>	0	0%
<b>Widow</b>	2	2%
<b>Widower</b>	1	1%
<b>Total</b>	100	100%

From table (4), it was observed that 54 respondents parent were single, 39% respondents parent were married, 4 were from a separated home, non from a divorced home, 2 had widowed parent and 1 a parent who is a widower.

**Table 5: Respondents According to Religion**

<b>Variable</b>	<b>Frequency</b>	<b>Percentage</b>
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<b>Christianity</b>	90	90%
<b>Islam</b>	8	8%
<b>Others</b>	2	2%
<b>Total</b>	100	100%

From table 5, it can be observed that 90% of respondents were Christians, 8% practiced Islamic religion and 2% practice other religion. Hence, more Christians than other religion group.

**Table 6: Respondents According to Educational Background / Level of Parent**

<b>Variable</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Primary</b>	11	11%
<b>Secondary</b>	21	21%
<b>OND</b>	15	15%
<b>HND</b>	20	20%
<b>B.Sc</b>	23	23%
<b>Master – Ph.D.</b>	10	10%
<b>Total</b>	100	100%

From the above table 6, it can be observed that 11% of respondent’s parent has primary level education, 21% of respondents parent has secondary level education, 15% of respondents parent has OND level education, 20% parent has B.Sc level education and 10% respondent parent has Master – Ph.D level of education.

**Analysis of Research Questions in Section B of Questionnaire.**

The data of the section B were analyzed using simple frequency distribution and simple percentages. They are shown in the tables below:

Table 7: Responses on the Educational Background of parent is of vital importance in affecting my educational and behavioral outcome.

**Table 7: Respondents According to Sex**

Responses	Frequency	Percentage
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<b>The educational background of parents is of vital importance in affecting my educational behavioral outcome</b>	94	94%
<b>The educational background of parents is not of vital importance in affecting my educational behavioral outcome</b>	6	6%
<b>Total</b>	100	100%

From table 7, it can be observed that 94% respondents agree to the above questions and indicated Yes, that the educational background of parent is of vital importance in affecting educational and behavioral outcome while 6% indicated No, that educational background of parent is not of vital importance in affecting my educational and behavioral outcome.

**Table 8: Responses in Parental Involvement in a Child's Academics Affect His/her Educational Growth**

<b>Responses</b>	<b>Frequency</b>	<b>%</b>
<b>Parental involvements in a child's academics affect his/her educational growth</b>	81	81%
<b>Parental involvement in a child's academics does not after his/her educational growth</b>	13	13%
<b>Total</b>	100	100%

From the above table, 81% indicated Yes to the above question and the remaining 13% indicated No. this shows that parental involvement promotes a child's academics.

**Table 9: Responses on the marital status of parent is one of the Vital factors which promotes and affects positively educational growth of their children.**

<b>Responses</b>	<b>Frequency</b>	<b>%</b>
<b>The marital status of parent is one of the vital factors which promotes and affects positively the educational growth of their children.</b>	91	91%
<b>The marital status of parent is not one of the vital factors which promotes and affects positively the educational growth of their children.</b>	9	9%
<b>Total</b>	100	100%

**Table 10: Responses on: Do low income parent tend to be more authoritarian and tend to issue harsh disciplinary measure.**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
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<b>Low income parent tend to be more authoritarian and tend to issue harsh disciplinary</b>	85	85%
<b>Low income parent do not tend to be more authoritarian and tend to issue harsh disciplinary</b>	15	15%
<b>Total</b>	100	100%

**Table 11: Responses on: Residential stability promotes educational growth.**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
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<b>Residential stability promotes educational growth</b>	63	63%
<b>Residential stability does not promotes educational growth</b>	37	37%
<b>Total</b>	100	100%

**Table 12: Responses on Positive family role model promotes educational growth**

<b>Responses</b>	<b>Frequency</b>	<b>%</b>
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<b>Positive family role model promotes educational growth</b>	88	88%
<b>Positive family role model does not promote educational growth</b>	12	12%
<b>Total</b>	100	100%

**Table 13: Responses on schools of nowadays just teach what is in textbooks and nothing more which can help a student in real life scenarios.**

<b>Responses</b>	<b>Frequency</b>	<b>%</b>
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<b>Schools of nowadays just teach what is inn textbooks and nothing more which can help students in real life scenarios</b>	84	84%
<b>Schools of nowadays don't just teach what is inn textbooks and nothing more which can help students in real life scenarios</b>	16	16%
<b>Total</b>	100	100%

**Table14: Responses on the acquisition of socio-cultural skills is a part of educational growth**

<b>Responses</b>	<b>Frequency</b>	<b>%</b>
<b>The acquisition of socio-cultural skills is a part of educational growth</b>	90	90%

<b>The acquisition of socio-cultural skills is not a part of educational growth</b>	10	10%
<b>Total</b>	100	100%

**Table 15: Responses on the acquisition of vocational skills is a part of educational growth**

<b>Responses</b>	<b>Frequency</b>	<b>%</b>
<b>The acquisition of vocational skills is a part of educational growth</b>	73	73%

<b>The acquisition of vocational skills is not a part of educational growth</b>	27	27%
<b>Total</b>	100	100%

**Table 16: Responses on Does Peer Influence Affect Educational Growth Negatively**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Peer influence affect educational growth</b>	57	57%

<b>negatively</b>		
<b>Peer influence does not affect educational growth negatively</b>	43	43%
<b>Total</b>	100	100%

**Table 17: Responses on do students who care about learning associate with peers who share same interest.**

<b>Responses</b>	<b>Frequency</b>	<b>%</b>
<b>Students who care about learning associate with peers who share same interest</b>	90%	90%

<b>Students who care about learning do not associate with peers who share same interest</b>	10	10%
<b>Total</b>	100	100%

**Table 18: Responses on Peer Group provide a sense of security and they help adolescents build a sense of identity**

<b>Responses</b>	<b>Frequency</b>	<b>%</b>
<b>Peer group provide a sense of security and they help adolescents build a sense of identity.</b>	90	90%

<b>Peer group provide a sense of security and they do not help adolescents build a sense of identity.</b>	10	10%
<b>Total</b>	100	100%

**Table 19: Responses on low socio-economic status affects educational growth negatively.**

<b>Responses</b>	<b>Frequency</b>	<b>%</b>
<b>Low socio-economic status affects educational growth negatively</b>	82	82%

<b>Low socio-economic status do not affect educational growth negatively</b>	18	18%
<b>Total</b>	100	100%

**Table 20: Responses on High socio-economic status correlate positively with good parenting and in turn improves academic achievement**

<b>Responses</b>	<b>Frequency</b>	<b>%</b>
<b>High socio-economic status correlate positively with good parenting and in turn</b>	97	97%

<b>improves academic achievement</b>		
<b>High socio-economic status does not correlate positively with good parenting and in turn improves academic achievement</b>	3	3%
<b>Total</b>	100	100%

**Table 21: Responses on educated parent understand better the educational needs of their children.**

<b>Responses</b>	<b>Frequency</b>	<b>%</b>
<b>Educational parent understand better the educational needs of their children</b>	97	97%

<b>Educational parent do not understand better the educational needs of their children</b>	3	3%
<b>Total</b>	100	100%

### **Discussion of Result**

The result of the findings revealed the socio-economic factors affecting educational growth of adolescents. This shows that adolescents from low socio-economic background tend to perform less than their affluent counterpart to be in fair or poor (versus good) or (excellent) health, have limitations in educational activities and have behavioral and emotional problems.

This agrees with the findings of Morgan, Farkas, Hilemuer and Maczuga (2009) that “children from low socio-economic household or communities develop academic skills more slowly compared with children from high socio-economic groups. The school systems in low socio-economic communities are often under resourced negatively affecting students’ academic performance (Aikens & Barbarin, 2008).

The study also revealed the benefits of parental involvement in their children education. According to (Fan & Ohen, 2001) Parent involvement in their children learning, positively affects the child's academic performance. Research also shows that the earlier parents become involve in their children literacy practices, the more profound the result,the longer lasting the effects (Mullis, Mulis, Cornille,*et al*, 2004).

The findings also revealed that the benefits of parental involvement goes beyond the realm of literacy and educational achievement as children whose parent are involved in their education show greater social and emotional development (Airen & Daly 2002).

The study also stressed the relevance of educational background of parent as it is an important predictor of children's educational and behavioral outcome. (Davis, 2005; Dearing,& Taylor 2002; Nagin & Tremblay 2001).

Infact, research suggests that parental education is indeed an important and significant predictor of child's achievement. For example, in an analysis of data from several large scale development studies Duncan and Brooks Gunn concluded that material education was linked to children intellectual

outcome even after controlling for a variety of other socio-economic indicators such as household income. Davis, (2003) found direct effects of parent education on children standardized achievement test.

The vital effect of peer group is evident. Among various dimension of peer interactions, the effects of classroom / school peers on a student's own academic performance is at the heart of diverse debates on educational reform. Landau (2002) supported this conclusion by stating that students who care about learning are more likely to associate with peers who share same interest. Thus, associating with friends who have a positive effect towards school enhance students own satisfaction with schools whereas, associating with friends who have a negative effect towards school decreases it (Ryan 2000).

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

This chapter presents the summary of the whole study. The results of the study are briefly summarized, major conclusions revealed and recommendations made.

## **Summary**

The major purpose of this study was to find out the socio-economic factors affecting educational growth of adolescents in Owan East Local Government Area of Edo State.

Three research questions were raised to guide the study. In order to test the research questions data was collected through the use of questionnaire from one hundred adolescents in five (5) different schools in Owan East Local Government Area of Edo State. The responses obtained were collected and analyzed using frequency count and percentages.

## **Summary of Findings**

Based on the analyzed data from the questionnaire, the following findings were derived.

- The educational background of parent is of vital importance in affecting the educational and behavioral outcome of children.
- Parental involvement in a child's academics influences educational growth.
- The marital status of parent is one of the vital factors which affects educational growth.
- Peer influence affects educational growth
- The acquisition of vocational skills is an important aspect of educational growth.
- The acquisition of socio-cultural skills is an important aspect of educational growth.
- Educated parent understands better the educational needs of their children.
- High socio-economic status correlates positively with good parenting which in turn improves academic achievement.

- Low socio-economic status affects educational growth negatively.
- Students who care about learning associate with peers who share same view.
- Positive family role mode promotes educational growth.

## **Conclusion**

Socio-economic factors are those factors that control the day-to-day living of an individual or individuals. Hence, these factors cannot be overlooked. The socio-economic status and other mentioned factors as a micro concept of the macro concept of socio-economic factors i.e. these concepts make up the socio-economic factor.

Socio-economic status as a factor, which educational growth of adolescents is being set forward as a vital concept. The study revealed that children from low socio economic household are limited when it comes to educational growth due to the lack of some essential educational needs.

The study also revealed the benefits of the educational background of parent as an important factor in determining the extent of education growth of the

child as educated parent understand better the educational needs of their children.

The findings also revealed that high socio economic status correlated with good parenting as the educational needs of the child is attended to and the child is catered for thus promoting educational growth.

The study also stressed the role of peer group as students who care about learning associate with peers who also care about learning. Hence, peer group affects educational growth in a great way.

## **Recommendations**

Based on the findings, it is therefore recommended that:

- 1) Government should provide learning materials and ensure these learning materials are equitably distributed amongst students in order to reduce the cost for low income parent of acquiring these materials.
- 2) Scholarship opportunities should be provided in order to promote free education thereby promoting educational growth.

- 3) Schools should be more involved in educating the children on vocational and social-cultural skills and not only on textbook knowledge in order to enable these students participate actively in real life scenarios.
- 4) An association should be formed for parent. This association will be saddled with the responsibility of educating low income parent on how to encourage their children instead of issuing excessive disciplinary measures.
- 5) Counseling services should be made available in these schools so as to assess students understand the concepts of peer pressure and how to use it to their advantage by associating with peer groups that are academically oriented.
- 6) The acquisition of vocational skills should be made compulsory in the school curriculum and taught as a subject on its own.
- 7) Students should be exposed to the diverse culture in order to boost their understanding on the differences and similarities between culture and how far but close these ethnic groups are and also the importance of acquiring socio-cultural skills.

### **Suggestion for further Studies**

The study should be replicated at an interval of two to three years to determine any change in the findings of the study. A similar study should be carried out on other local government area in order to ascertain whether all the students and adolescents in the country are influenced positively and low socio-economic status student are enlightened on how to comfortably handle and resolve problems associated with low income.

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**QUESTIONNAIRE**  
**ADULT AND NON-FORMAL EDUCATION**  
**FACULTY OF EDUCATION**  
**UNIVERSITY OF BENIN**  
**BENIN CITY**

Dear Respondent,

QUESTIONNAIRE ON “SOCIO-ECONOMIC FACTORS AFFECTING EDUCATIONAL GROWTH OF ADOLESCENTS IN OWAN EAST LOCAL GOVERNMENT AREA OF EDO STATE”.

I am an undergraduate of the above named university presently undertaking a research on the above issue and it is strictly for academic purpose.

The following questions are intended to get background/personal information about the respondents. Any information given will be treated as confidential and will be used only for the purpose of the research study.

Yours faithfully,

Ileabumah Angela Favour

**INSTRUCTION:** please kindly read the following questions carefully and tick ( ) where appropriate.

**SECTION A**

- 1) **Sex:**  
Male   
Female
- 2) **Age:**  
10 -12   
13 -15   
16 -18   
19 -21
- 3) **Religion:**  
Christianity

Islam   
Others

**4) Class:**

Junior secondary   
Senior secondary   
Other

**5) Marital status of parent:**

Divorced   
Separated   
Single   
Married   
Widow   
Widower

**6) Educational background of parent:**

Primary   
Secondary   
OND   
HND   
Bsc   
Masters-Phd

**SECTION B**

- 7) Education background of parent is of vital importance in affecting my educational and behavioral outcome (a) Yes  (b) No
- 8) Parental involvement in a child's academics affect his/her educational growth (a) Yes  (b) No
- 9) The marital status of parent is one of the vital factors which affects educational growth of their children (a) Yes  (b) No
- 10) Low income parent tend to be more authoritative with their children, tends to issue harsh disciplinary measures (a) Yes  (b) No
- 11) Residential stability promotes educational growth (a) Yes  (b) No
- 12) Positive family role model promotes educational growth (a) Yes  (b) No
- 13) School of nowadays just teach what is in textbooks and nothing more which can help a student in the real life scenarios (a) Yes  (b) No
- 14) The acquisition of socio-cultural skills is a part of educational growth (a) Yes  (b) n

- 15) The acquisition of vocational skills is a part of educational growth (a) Yes  (b) No
- 16) Peer influence affects educational growth negatively (a) Yes  (b) No
- 17) Students who care about learning associate with peers who share same interest  
(a) Yes  (b) No
- 18) Peer group provides a sense of security and they help adolescents to build a sense of identity  
(a) Yes  (b) No
- 19) Does low socio-economic status affect educational growth negatively (a) Yes  (b) No
- 20) High socio-economic status correlate positively with good parenting which in turn improves academic achievement (a) Yes  (b) No
- 21) Educated parent understand better the educational needs of their children  
(a) Yes  (b) No