

**THE INFLUENCE OF FAMILY BACKGROUND ON THE ACADEMIC
PERFORMANCE OF SENIOR SECONDARY SCHOOL STUDENTS IN
OVIA NORTH-EAST LOCAL GOVERNMENT AREA OF EDO STATE**

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CERTIFICATION

We the undersigned certify that this project work was carried out and completed by Sandra EGHAREVBA with Matriculation Number, EDU1803304, in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin City, Nigeria in partial fulfilment of the requirements for the award of a B.A.(Ed) Degree in English Language and Literature, Faculty of Education, University of Benin, Benin City, Nigeria.

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DEDICATION

This project work is dedicated to my lovely father, **Egharevba Blessing** who has taken total responsibility to ensure that I gain education and succeed in life.

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ABSTRACT

The study was carried out to assess the influence of family background on the academic performance of senior secondary school students in Ovia North-East Local Government Area of Edo state to make this possible four research purpose was carried to answer the main objective of the study.

Descriptive survey research design was adopted to accomplish the objectives of the study. The population of the study consists of one hundred and seventy-four (174) public senior secondary schools in Ovia North-East Local Government Area and the sample size of two hundred and fifty (250) pupils was used for the study. The instrument for data collection was the questionnaire. The reliability coefficient was 0.78 was obtained using Correlation Coefficient Index. The data collected were analyzed statistically using the statistical package of social sciences (SPSS) software.

The study revealed that senior secondary school students in Ovia North-East Local Government Area of Edo State are not from a well to do family background and the study revealed that the influence of family background on the academic performance of senior secondary school students in Ovia North- East Local Government Area of Edo State is high. Finally the study recommend that In view of in adequate instructional materials in schools in Ovia North- East Local Government Area, it is recommended that adequate instructional materials should be made available in schools so as to facilitate the teaching and learning process

CHAPTER ONE

INTRODUCTION

Background to the Study

Human minds are developed through the process of education, which takes place in families, on the streets, in schools, colleges, and universities, as well as in places of worship like churches and mosques. It's also a procedure by which an individual builds values-based attitudes and skills that are deemed valuable and significance in the community. It is the best legacy a nation can give to her citizens especially to tender minds or young growing children or youths. Every nation hoping to have a bright future needs education as a tool for individual and national development (Abiri and Jekayinfa, 2010). Since economic activity and education have a strong and positive correlation in explaining economic growth, education has also been viewed as a crucial investment in modern economies, as previously observed within the context of a knowledge-based economy.. Ali (2006) stated that education is a catalyst to the development of individuals, society and the nation as a whole. Dagbo (2014) also opined that education is an important

tool for social growth, development and interaction of all elements in the society for its economic, social and political well-being. The National Policy on Education (2013) openly reflects the recognition of education as a tool for national development in Nigeria. Modes:

2

Education is seen as a sine qua non for government development and reform agenda. Thus, in order to achieve the goals of education in Nigeria, the role of family background on students remains cardinal and indispensable. Furthermore, a key goal of education is to ensure that every student has a chance to excel, both in school and in life. Increasingly, children's success in school determines their success as adults.

The goal of government development and reform is believed to require education as a prerequisite. Therefore, family background plays a crucial and vital role in helping children accomplish the goals of education in Nigeria. Moreover, a major objective of education is to guarantee that each student has an equal opportunity to succeed in the classroom and in life.

Children's academic performance increasingly impacts their achievement in adulthood.

Akubue and Okolo (2008) defined family as a small kinship structural group with the key function of natural socialization of the new born. According to (Okunniyi, 2004), family is defined as a primary social group of parents, offspring and possibly other members of the household. The family can have an impact on a child's academic achievement because it is their first environment and their first exposure to learning.

Since social background influences have a significant impact on young children's cognitive development, a number of researchers and scientists concur that social background factors are linked to academic success. Children from underprivileged backgrounds typically enter school with much weaker cognitive abilities than their more advantaged peers. In an educational setting, success is the benchmark by which success in an educational setting is measured is academic achievement. With regard to a supportive environment in which their children may have been raised, parents' concerns about their children's academic performance have grown over time. According to Bell (2002), parents devote a lot of resources to

their children's education because they believe that good academic performance will provide a stable future for them. Many educational authorities have looked for explanations for the deteriorating trend in secondary school students academic performance, which can be linked to a very poor family background.

According to Muola (2010), family background encompasses all the situations and conditions within the family that have an impact on a child's physical, intellectual, and emotional development. Students' perceptions of others and of themselves are shaped by their familial history. These two elements work together to form society. In other words, the environment of the child at home determines his behavior as well as how he relates with others. However, the essential factors inherent in a home or family are the socio-economic, cultural and psychological factors. The family is the foundation of any society.

Children in Nigerian society today face a variety of unfavorable challenges that have a negative impact on their academic performance. This observation aligns with a 2009 report by Adeyinka, which states that maladaptive behavior arises when parents fail to provide for their children

who come from economically disadvantaged backgrounds. Students in this category are more likely to perform poorly academically because they lack access to resources like a good education, learning materials, food, clothing, shelter, and a suitable environment for raising children.

Some children have a good family background while others have a poor background because children from different family backgrounds are affected differently by their family conditions. Thus, formal education continues to be the means of promoting human development, which must begin in the home..

The proportion of time and physical attention that each child receives from his parents is mostly determined by the size of the family. The lower classes of society tend to have larger families. Children from large families may experience hardship and lack the parental support and motivation needed to excel in school. The family environment has an intellectual impact on children because, on the one hand, a child raised in a small family (monogamous) would not be intellectually similar to a child raised in a large family (polygamous), and vice versa. The economic implication of large family size is better explained in (Okunniyi, 2004) who observed from his

study that as families get larger, parents cannot give their children the same amount of individual attention as it ought; they cannot afford to provide them with so many of the things which will help them to make the best possible use of their years at school such as educational aids, and quiet comfortable rooms in which to do home-work undisturbed by the television, outings to places of interest, leisure time pursuits, and opportunities for traveling.

A family's socioeconomic standing can have an impact on the way their children behave and define their goals.. High socioeconomic status families generally have greater access to high-quality daycare, books, and resources for engaging their young children in a variety of learning activities at home, which helps them better prepare their kids for school. They also have easy access to data regarding their kids' cognitive, emotional, and social development.

In Nigeria, most children whose parents cannot afford to pay for high cost of formal education enroll into apprenticeship programmes such as carpentry, bricklaying, petty trading and others. In the study area, there is a seeming

general poor performance among senior secondary school students. Evidences of the poor performances are seen in both students internal and external examination. For instance, the available records of the West African Examinations Council (WAEC) result analyses from 2014-2018 indicate downward trends in students' academic performance. According to the analyses, the performance levels of students are as follows: 2014 (3.82%), 2015 (3.94%), 2016 (4.01%), 2017 (4.11), and 2018 (3.85%) (Source: WAEC Edo State).

In Nigeria, the majority of kids whose parents cannot afford the expensive formal education system enrol their kids in apprenticeship programs in trades like carpentry, bricklaying, petty trading, and other skills. Students in senior secondary schools appear to perform poorly overall in the study area. Both internal and external exams taken by the students provide evidence of their subpar performance. The West African Examinations Council (WAEC) result analyses from 2014 to 2018, for example, show declining trends in students' academic performance. The analyses show that the following student performance levels were achieved in 2014 (3.82%), 2015 (3.94%), 2016 (4.01%), 2017 (4.11), and 2018 (3.85%). (Source: Edo State WAEC).

In light of this, the researcher looked into how a family's history affected the academic achievement of senior secondary school pupils in Edo State's Ovia North-East Local Government Area.

Statement of the Problem

The threats of academic failure as triggered by the growing rate of poor family background among young school graduates has startled both the Nigerian government, curriculum developers, parents and educationist.

It is a major concern that parents low income profile, poor educational status, a low education motivational skill and low attention to their children, places the child on the wheel of education imbalance. A huge number of students who ought to have done well academically are engaged under the inadequacies of their poor family background which to a very large extent, hampers their educational gain.

Students' subpar academic performance is caused by a confluence of institutional and personal factors. The degree of an individual's intelligence, knowledge, and ability are considered personal factors; family and parental influence, which is relatively low in today's Nigerian society, are considered institutional factors.

Consequently, most students in secondary school experience academic problems that are traceable to their uncultured or better still, crippled family background. Learning starts from the home and finds its way into the school system where it is entrenched for a better testable achievement. Parents, government and teachers have the obligation of educating the child for good adult hood. Low oriented parents tend to apportion blames on the teacher and the government alone without putting themselves in the fore of their children's increased educational achievement.

The child's educational achievement is not in isolation to a good family background as educational achievement hinges on an encouraging family background. The research to a bright extent tends at explaining the possible factors through an outstanding family background by which the educational achievement of the child will be at the apex on the long run.

Research Questions

The following research questions are raised to guide the study:

1. Are senior secondary school students in Ovia North-East Local Government Area of Edo State from a well to do family background?

2. What is the influence of family background on the academic performance of senior secondary school students in Ovia North- East Local Government Area of Edo State?
3. Does parent's socio-economic status influence the academic performance of senior secondary school students in Ovia North-East Local Government Area of Edo State?
4. Is the total number of senior secondary school students in Ovia North-East Local Government Area of Edo State whose family background positively influences their academic performance more than students whose family background negatively influence their family background?

Purpose of the Study

The main purpose of this research is to examine the influence of family background on the academic performance of senior secondary school students in Ovia North-East Local Government Area of Edo State. Specifically, the study sought to find out:

- If senior secondary school students in Ovia North-East Local Government Area of Edo State are from a well to do family background?
- If there is any influence of family background on the academic performance of senior secondary school students in Ovia North- East Local Government Area of Edo State?
- If parents socio-economic status influence the academic performance of senior secondary school students in Ovia North-East Local Government Area of Edo State?
- If the total numbers of senior secondary school students in Ovia North-East Local Government Area of Edo State whose family background positively influence their academic performance are more than students whose family background negatively influence their family background.

Significance of the Study

This educational research study will be vital to students at the secondary school level to pick point the rate of their educational

retardation as caused by their family background, unveil some factors that will go a long way to inculcate the need for a moderate or a perfect family background as it will positively affect the child's educational achievement.

Findings from this study will be beneficial to parents, teacher and government thereby purging the importance for an encouraging family background of the individual student.

To parents, verdicts from this research study from its onset down to conclusion will help parents see the need to culture at least a moderate background not just for themselves; basically for the improved educational provision and gain of their children or child.

Teachers especially government will help facilitate the necessity for a considerable extent of parent's background before the child is admitted into the education system so as to avoid an embarrassing performance as a result of the shortcomings of very poor family background.

Being an obvious fact that a positive family background tends to influence students' performance to an estimable degree, Ovia North-East

Local Government Area of Edo State and all other Local Government across the globe will come to realize this naked truth.

Scope and Delimitation of the Study

The scope of this study is focused on the influence of family background on the academic performance of senior secondary school students in Ovia North-East Local Government Area of Edo State and it is delimited to the communities in Ovia North-East Local Government Area of Edo State.

In the course of the study, the researcher was faced with lots of constrains among which are: constrains in collating statistics of senior secondary school students who are concerned in this study as a result of schools administrative restrains to conducting the study, some students may not want to tell the truth about if they are from a well to do family background or not as a result of low self-esteem, financial constraints and constrains in locating senior secondary schools in the far interiors of the local government to which this study is concerned.

Operational Definition of Terms

Family Background: Family background is the kind of family one comes from in relation to its social origin, financial status and moral and cultural trace.

Family Background in Education: This refers to the level of parental education, income and motivation as it affects the child academically.

Senior Secondary School: This is the level of educational attainment which encompasses SS1, SS2, and SS3 and is equivalent to the 10th, 11th, and 12th grade respectively.

Student: A learner especially one who attends a school; an attentive or systematic observer.

Academic Performance: This is a measurement of student's achievement across various academic subjects. It is also the degree of the individual student's class room performance.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviews literatures relevant to the study under the following sub-headings:

- The Concept of Family
- Family Background in Education
- Parental Involvement and Student's Academic Performance
- Socio-Economic Status of Parents and Poverty Rate in Nigeria
- Importance of Educating Children from Poor Family Background
- Poor Children and the Problem they Face
- Causes of Poor Academic Performance
- Summary of Reviewed Literature

The Concept of Family

The definitions of family are as diverse as families themselves. The family is said to be universal because it is found in more societies than any

other social institution, including the economy, the state, religious communities, and educational organizations.

According to Aremu (2011), a home is a place where all of the family members feel comfortable. He goes on to say that a father, mother, kids, and any other individuals who might be living with them make up a complete family. Therefore, a family's home can be a convenient, loving, and supporting environment where members engage in loving and affectionate interactions with one another. A child's home sets the stage for their social, moral, emotional, spiritual, and academic growth. A child's life is actively influenced by their home, which offers emotional and social support, care, protection, and social interactions. A child's cognitive and educational intake (also known as informal education) begins in the family environment. Most people agree that families are important social institutions. Bane (1976) asserts that families continue to be an important social institution in modern society. Nowadays, it's widely accepted that the structure of the modern family has changed significantly. We are informed that the proportion of traditional family structures has sharply decreased as a result of societal changes.

Most people agree that a person's family is a part of a larger kinship network that connects their ancestors and descendants. Families are defined as two or more people who live in the same home and are related by blood, marriage, or adoption in the majority of the world's censuses and surveys (Fields and Casper, 2001).

Family Background in Education

The best way to determine a parent's socioeconomic status is to look at their line of work. Higher-earning parents—such as those in the legal, medical, and engineering fields, as well as upper-class civil servants—are likely to be more accommodating and effective in getting their kids the school supplies they need, which is likely to have an impact on how well their kids perform in the classroom.

Ogunshola and Adewale (2012), in a study which examined the effects of parental socio-economic status on academic performance for students in Kwara State is of the view that parents from different occupational background often have different parenting styles, different ways of disciplining their children and different ways of reaching out to their

children. It is therefore factual to note that parents socio-economic status do not significantly influence their child's academic performance alone, but their educational qualifications and the child's stable health status is a huge contributing factor to a better educational performance.

Parents with higher levels of education are more likely to take an interest in their kids' academic progress and to be willing to go above and beyond to make sure their kids have everything they need to succeed in school. There is a chance that parents who work in offices and other office-related settings, particularly those in schools, will be more involved in their child's education. These parents will keep an eye on their kids' academic progress, grade their assignments, and track their completion rates.

Zhang (2012) measures income level as the total monetary earnings of parents available for spending on goods or services, rent or other investments. According to (Zhang, 2012), children of low-income parents exhibit lower levels of cognitive linguistic skills, lower verbal interaction and lower phonological awareness, and generally, lower academic performance in both internal and external examinations than their counterparts from middle and high-income families. Zhang (2012) adds that

children from high-income families are more proficient in reading skills than those from low-income families. The reasons behind these are posited by (Sean, 2013), who maintains that parents with higher incomes enroll their children in schools earlier than their lower income counterparts. Additionally, they have the financial means to enroll their kids in preschool, purchase uniforms, cover the cost of fees and tuition, arrange for at-home tutoring, and promptly attend to their academic needs. Children's subsequent educational outcomes in both internal and external exams are more significantly impacted by these efforts.

Ogunsola and Adewale (2012), noted that communicating with children regarding their academic performance, being present at children's schools, and attending parental occasions all have a positive influence on children's learning outcomes. The key factor is a parent's level of involvement in their child's education and life, which includes regular attendance at school, interaction between parents and teachers, school visits, supervision of homework at home, tracking academic progress, parent involvement in homework and assignments, and regular attendance at school functions.

Children with good family background have parents who engage in activities which stimulate their intellect through good discussions, constructive model building relating to personal fulfillment, contact with schools to share information, participation in school events and schoolwork (Desforges and Abouchaar, 2003). For students to achieve greater levels of academic success, parental involvement in their school activities is crucial to their academic performance; this helps with the results of both internal and external exams.

It is most important to consider that parents' occupation and effort enable children to become more educationally productive. As such, occupations of parents, to an extent, also determine the level of resources which parents will be able to invest into their children's education (Ajayi, Lawani and Muraino 2011). It has been found that students who perform well academically frequently come from families with high professional status. Parents with higher occupations are generally in better financial situations, which translates into tangible support for their kids' education. It has been noted that parents of higher achieving students work in higher clerical positions and as professional administrators, in contrast to the

parents of lower achiever students, who are primarily traders and semi-skilled or unskilled laborers.

Parental Involvement and Student's Academic Performance

Parent involvement in a child's early education is consistently found to be positively associated with a child's academic performance (Hara & Burke, 1998; Stevenson and Baker, 1987). Children with parents who are more involved in their education specifically perform better academically than children with parents who are less involved. Researchers and policy makers who have worked to incorporate more parent involvement into the planning of more comprehensive educational policies have both observed the impact of parent involvement on academic success. . Coupled with these findings of the importance of early academic success, a child's academic success has been found to be relatively stable after early elementary school as a result of parental involvement or concern on the child's academics (Entwisle and Hayduk, 1988; Pedersen, Faucher, & Eaton,1978).

Researchers have reported that parent-child interactions, especially academic motivational parenting practices, are important influences on a

child's academic development (Christian, Morrison, & Bryant, 1998; Committee on Early Childhood Pedagogy, 2000).

Parent involvement has been defined and measured in multiple ways, including activities that parents engage in at home and at school and positive attitudes parents have towards their child's education, school, and teacher (Epstein, 1996; Grolnick and Slowiaczek, 1994; Kohl, Lengua, & McMahon, 2000). Several studies found that positive attitudes towards education and school were associated with the child's increased academic performance (Rimm-Kaufman, Pianta, Cox, & Bradley, 2003). Specifically, (Izzo et al, 1999) reported that a decrease in parents school activities, such as decreased number of parent-teacher contacts, was associated with worsening achievement, as increased contacts of parents may have occurred to help the teacher manage the child's existing behaviour problems. More so, parents convey attitudes about education to their children during out-of-school hours and these attitudes are reflected in the child's classroom behaviour and in the teacher's relationship with the child in the classroom (Kellaghan et al, 1993).

Socio-Economic Status of Parents and Poverty Rate in Nigeria

The kind of work that parents do dictates their income, as well as the degree of education and care that the child receives. Parental income is thought to determine a parent's capacity to cover other educational obligations for their children as well as school fees. Steward (2004) stated that poverty stricken family background always find themselves ill-equipped to deal with new opportunities and new situation most especially as relating to the child.

Parents with low socioeconomic status do not afford their children access to additional learning resources. As a result, they might not have a good chance of climbing the educational ladder. Students from low-income families frequently leave home to support themselves, their younger family members, and their siblings. An undernourished child often becomes distracted during schoolwork, loses interest in learning, and gives up on education altogether, which leads to truancy. Sexton (2013) reiterated that "there is the tendency for students brought up in poor parenting environment to have a negative attitude towards going to school, thereby lowering their academic performance.

In Nigeria, parents who lack formal education find it difficult to give their children a rich and stimulating home environment, while parents with formal education recognize the importance of proper supervision of their children while they are in school. A child who receives all of the above-mentioned forms of education—television, videotapes, radio, newspapers, journals, and educational magazines—is probably going to do noticeably better academically than the one who does not. Omeh (2002) in his study on the influence of family background on educational achievements of students confirmed that students whose parents are literate do better in academics than those whose parents are less literate or not literate at all. Macmillan (2013) stated that the financially reformed parents would have all means and willingness to provide pupil with all necessary aid or materials needed by the child in his/her education pursuit.

Poverty level in Nigeria is indeed disheartening. Nigeria is among the top three nations in the world with the highest proportion of impoverished individuals.(Amede, 2017) asserts that poverty is a severe issue for students' upbringing and that it disregards boundaries, language, culture, tribe, color, and boundary. According to the Nigeria Bureau of Statistics (2017), 112.519

million Nigerians live in relative poverty and a startling 3.67 million people lost their jobs in 2016. The number corresponds to 69% of the 163 million people who are estimated to live in the nation. Seventy percent of Nigerians make less than US\$1.25 per day. In rural areas, where up to 80% of people live below the poverty line and there are inadequate social services and infrastructure, poverty is particularly severe. According to Osinbajo (2016), 110 million Nigerians, implying 6 out of 10 Nigerians live in abject poverty with sociological consequences of social deprivation, insecurity, criminality, kidnapping, street urchins and beggars abound across the country.

According to (UNESCO, 2018), “In Nigeria, 30 per cent of girls, aged 15 to 19, are currently married and only 14 per cent of poorest females complete primary education, while 27 per cent of poorest males do so. The statement said, “The attendance rate among three to four years old is over 80 per cent for richest students and no more than 10 per cent for the poorest. There are no regulations of formal and informal private tutoring which the report finds.” It is on this background that the researcher deems it fit to ascertain the Influence of family background of senior secondary school students in Ovia North-East Local Government Area of Edo State.

Importance of Educating Children from Poor Family Background

Education is a very vital instrument for the productive development of a being. One cannot neglect the essentiality of education. From learning the alphabet and recognizing animals to knowing the world around, building pillars in technology and science. Yes, Education is the key!

Education has the power to profoundly change a person's life and have a positive impact on society. Although there is no denying the importance of education, it is a sad reality that the community's impoverished members lack access to it. Education for all impoverished children must be equally accessible. A child's inability to receive a high-quality education has an impact on their future and overall health. There is a significant chance that a child will be tricked by antisocial influences and turn into a danger to society. If the child receives an education, they will be able to leave their current life behind and develop hope for the future.

The right to a free, high-quality basic education is granted to children. Acknowledging this right, international leaders set the goal of achieving

universal primary education by 2015 as one of the MDGs. In 2004, this goal seemed unattainable for many developing nations, as a large number of school-age children received subpar educations due to underpaid, inexperienced teachers, packed classrooms, and a dearth of textbooks and other essential teaching resources such as pens, notepads, and blackboards. The issue of the government's lack of political will or financial means to support citizens' educational needs still exists. As a result, some low-income parents have planned and funded their kids' education on their own. Thus, it is accurate to say that some parents find it extremely difficult to pay for school fees and other educational expenses.

The price of not educating kids is far higher than the price of teaching them. Adults without rudimentary skills find it more difficult to break free from poverty and obtain well-paying employment. In developing nations, a large number of kids leave school before they graduate. In 1999, the proportion of children who should have graduated from primary school but didn't was 50 percent in South Asia and sub-Saharan Africa, and 73 percent in developing nations overall and 81 percent in East Asia. Children who finish primary school may not have mastered fundamental academic

concepts. According to surveys conducted in several low-income nations, a large percentage of adults with some education are functionally illiterate.

The gender gap is even more pronounced, particularly for children from low-income families. In all low-income countries, quite a few girls are included in the category of children who do not attend school. In South Asia and Africa, there is a particularly pronounced bias against girls.

Children with disabilities are particularly disadvantaged. It is estimated that only 5 percent of learning-disabled African children who need special education go to school, whereas 70 percent of them could attend if the schools had the right facilities. Even with better facilities, however, parents may send disabled children out to beg rather than enroll them in school.

Particularly disadvantaged are children with disabilities. It is estimated that only 5 percent of African children with learning disabilities who require special education attend school, despite the fact that 70 percent of them could do so if the schools had the necessary resources. Parents may choose

to send their disabled children out to beg instead of enrolling them in school, even in places with better facilities.

Cost is a clear factor in the potential low demand for education, as low-income families often prioritize meeting basic needs like food and shelter before worrying about paying for tuition, books, and other school-related expenses. There may also be costs associated with clothing and transportation. The high expense of schooling children may result in a lack of demand for education as parents may prefer that their kids work to help out around the house, take care of sick family members, or supplement the family income.

Poor Children and the Problem they face

One of the biggest issues facing children from extremely low-income families is a lack of education. These children who received inadequate education are likely to experience long-term consequences that could lower their quality of life. These effects could be poverty trap, voicelessness, and poor health. One of the main justifications for the importance of education is the general public's health. Poor hygiene and

health are serious problems in societies where a large portion of the populace is illiterate. Pregnancy and prenatal care, as well as basic hygiene practices like hand washing and tooth brushing, are important aspects of basic health that are taught in schools. The (UNHCR) estimates that educating all girls through secondary school would result in a 49% reduction in malaria, diarrhea, and pneumonia-related deaths globally. It is clear that those with low levels of education lack the abilities and self-assurance to advocate for themselves, which is why a large number of women in developing nations continue to live under oppression. Young girls with little education are married off and made to work in the home instead of going to school. It is extremely difficult for these women to talk about their own circumstances and look for solutions to better their lives. They depend on their husbands' income, are unable to obtain well-paying employment, and frequently lack the necessary reading and writing skills to pursue self-education. A poverty trap occurs when there are insufficient resources to break free from poverty. Therefore, the likelihood of children growing up to be impoverished is higher.

Children struggle because their parents cannot afford the supplies and equipment they need for school. In many parts of the world, six or more students frequently share old and worn-out textbooks. There aren't enough workbooks, exercise sheets, readers, or other essential resources to support students in understanding their lessons.

Educating impoverished children with disabilities is frequently a challenge. Poverty and disability are closely related. Because of their limitations, health issues, and the social reactions to these conditions that frequently keep disabled people from working, depriving them of income, disabled people are more likely than many others to live in poverty. Furthermore, a disability frequently results in a number of higher and extra expenses that further cut into income.

Nutrition is often overlooked when it comes to students. Students who eat a balanced diet can benefit from increased energy, a stronger immune system, better stress management skills, improved focus in the classroom, and improved performance.

For children, academic sponsorship is essential to advancement. Students from underprivileged backgrounds can change their communities when they are given support and empowerment. Poverty at birth does not have to stop a student from accomplishing their academic and personal objectives. Sponsored students are motivated to help their friends and family escape poverty and are ready to learn.

Causes of Poor Academic Performance

Academic achievement is greatly influenced by motivation. Lacking the will to succeed, students might not put forth the necessary effort in their academics (Macdonald, 2021). Both internal and extrinsic motivation can come from within or from outside sources like incentives or recognition. The value of education as viewed, a person's passion in the subject, and their confidence in their academic prowess are all factors that affect motivation.

According to Selikowitz (1993), learning disabilities include a variety of disorders as dyslexia, dyscalculia, and attention-deficit/hyperactivity disorder (ADHD). These circumstances can limit a student's capacity for

information processing, skill development, and knowledge demonstration. Academic outcomes can be greatly enhanced by early detection of learning challenges and the provision of appropriate help and accommodations.

For academic achievement, effective study techniques are crucial. According to Chesterman and Rhoden (2020), students should work on developing skills including time management and organizational abilities. Exam performance can suffer from procrastinating and studying excessively before the test. It is possible to improve students' study habits and academic performance by encouraging them to use study planners, set reasonable goals, and use active learning techniques including summarizing, asking questions, and self-testing.

Usman & Banu (2019) claim that issues with one's personal life, such as mental stress, family issues, or financial struggles, can have a big impact on a student's ability to concentrate on their studies. Academic performance and psychological health are tightly correlated, and students who are experiencing distress may find it difficult to focus on their academics. An individual's capacity to study and succeed academically is directly

influenced by their physical and mental health. Cognitive functioning and school attendance can be impacted by long-term conditions, sleep issues, anxiety, and depression.

Academic achievement of a student is significantly influenced by aspects relating to the school. These elements have a direct bearing on the setting for learning as well as the overall support provided to pupils by the educational system. How successfully students learn and retain information depends largely on the quality of the teaching strategies used by teachers. The learning process may be hampered and student engagement may suffer if teachers employ antiquated or inadequate teaching methods (Bolhuis & Voeten, 2004). Teachers may find it difficult to give each pupil individualized attention in overcrowded classes with a high student-teacher ratio. Some students could not get the help and direction they need as a result, which could cause gaps in their subject-matter comprehension.

Students' ability to study can be hampered by inadequate educational resources, such as obsolete textbooks, limited access to technology, or subpar

lab facilities (Moss, 1973). Lack of resources may restrict students' capacity to successfully explore and apply their information.

Summary of Reviewed Literature

In Nigeria, the rate of secondary school students academic outcome is quite dissatisfying both on internal and external examination ground. The less encouraging level of student's family background, to a large extent, is a major contributing factor to their poor academic performance. Students who are zealous to perform better are seen with one or two family parenting set back which could be traced to the low level of income their parents or care givers receive, the poor home environment they found themselves in, and trying to accept the opinion that their parents are stark illiterates who in the ideal sense are supposed to serve as a positive motivational tool to their level of academic input and output, instead, they pose as the major barrier.

It is therefore true that if parent involve themselves absolutely in their child's academics, parent socio-economic status is at a moderate level, the society come to see the importance to put education at the fore of children, a better academic performance will then be inevitable.

CHAPTER THREE

METHODOLOGY

This chapter presents the procedures that were used in carrying out this study. This was done under the following headings:

- Research Design
- Population of the Study
- Sample and Sampling Technique
- Research Instrument

- Validity of the Instrument
- Reliability of the Instrument
- Method of data Collection
- Method of Data Analysis

Research Design

The design adopted for this study is the descriptive survey research design. It was meant to examine the Influence of Family Background on the Academic Performance of Senior Secondary School Students in Ovia North-East Local Government Area of Edo State.

Population of the Study

The population of this study consisted of all senior secondary school students in the one hundred and seventy-four (174) public senior secondary schools in Ovia North-East Local Government Area of Edo State.

Sample and Sampling Techniques

A sample of two hundred and fifty (250) pupils were used in this study and they were drawn from five (5) randomly selected public senior

secondary schools representing the entire population through the means of simple random sampling techniques. In determining the sample size for the study, five (5) schools were selected from the total of one hundred and seventy-four (174) public senior secondary schools and fifty (50) students from each of the five (5) schools were selected randomly to make up the sample for the study.

Research Instrument

The instrument for this study is a Questionnaire. The questionnaire which was designed by the researcher comprised of two sections (A and B). section A was designed to generate personal information of respondents and therefore deals with demographic data such as name of school, name of student, sex, and class, while section B was written to cover all the research questions raised.

Validity of the Instrument

To validate the instrument, the questionnaire was submitted to the researcher's project supervisor and two other lecturers in the Department of Educational Foundations (D.E.F.) for vetting. This was done to ensure face-face and content validity of the instrument.

Reliability of the Instrument

To determine the reliability of the instrument, it was subjected to test-re-test reliability test. The instrument was re-administered to the same pupils or samples after a period of time. Both scores obtained were compared with the use of Correlation Coefficient Index and a coefficient of 0.78 was obtained, meaning the instrument was valid.

Method of Data Collection

The questionnaire will properly be explained and administered to the students. They are only expected to tick one option from the two options (yes or no) given in the questionnaire, while the response derived will be compared with their academic performance in English Language.

Method of Data Analysis

The data collected with the instrument for the study were analyzed with the use of frequency count, simple percentages and tables because of the fact that the “YES” or “NO” type of questionnaire was used in generating data for the study.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION ON FINDINGS

The data collected for this study were presented and analysed in accordance with the research questions. The chapter is presented under the following headings:

Presentation of Results:

TABLE 1: Sex of Respondents

Gender	Frequency	Percent (%)	Cumulative (%)
Male	108	43	43

Female	142	57	100
Total	250	100	

In table 1, 43% of the respondents were male while 58% were female.

Table 2: Class of Respondents

Class	Frequency	Percent (%)	Cumulative (%)
SSI	23	23	23
SSII	27	27	50
SSIII	50	50	100
Total	100	100	

In table 3, 23% of the respondents were in SSI, 27% were in SSII while 50% were in SSIII.

Research Question One: Are senior secondary school students in Ovia North-East Local Government Area of Edo State from a well to do family background?

Table 3: showing if students in Ovia North-East Local Government Area of Edo State from a well to do family background

S/N	Items	Yes	(%)	No	(%)	Total	(%)
1	I am from a rich or moderate family background.	46	18	204	72	250	100
2	I and my parents stay in a good apartment.	91	36	159	64	250	100
3	I eat three square meal daily.	91	36	159	64	250	100

4	My parents assist me with my homework.	77	30	163	60	250	100
5	My parents are educative enough to teach me at home.	67	27	183	73	250	100

In table 3, item 1, minority of the respondents 18% indicated Yes that they are from a rich or moderate family background while majority 72% No. In item 2, 36% of the respondents indicated Yes that their parents stay in a good apartment while 64% No. In item 3, 36% indicated Yes that they eat three square meal daily while 13% No. item 4 shows that 30% indicated Yes that their parents assist me with my homework while 13% No. item 5, 27% indicated Yes that their parents are educative enough to teach me at home while 73% No. This shows that senior secondary school students in Ovia North-East Local Government Area of Edo State are not from a well to do family background

Research Question Two: What is the influence of family background on the academic performance of senior secondary school students in Ovia North- East Local Government Area of Edo State?

Table 4: Family Background on the Academic Performance of Senior Secondary School Students

S/N	Items	Yes	(%)	No	(%)	Total	(%)
1	My parents motivate me to study my school work at home.	156	62	144	38	250	100
2	I have a comfortable reading environment and facilities in my house.	65	26	185	74	250	100
3	I end up sleeping in class because I end up doing a lot of house chores before coming to school every day.	179	72	71	28	250	100

4	My parents make me do more of reading than house shores.	57	23	193	77	250	100
5	My parents check my books after school hours.	118	47	132	53	250	250

In table 4, item 1, majority of the respondents 62% of the respondent indicated Yes that their parents motivate me to study my school work at home while 38% No. In item 2, 26% of the respondents indicated Yes that they comfortable reading environment and facilities in my house while 74% No. In item 3, 72% indicated that they end up sleeping in class because I end up doing a lot of house shores before coming to school every day while 28% No. In item 4, 23% indicated Yes that their parents make me do more of reading than house shores while 77% No. item 5, shows that 47% indicated Yes that their parents check their books after school hours while 53% No. The result shows that the influence of family background on the academic performance of senior secondary school students in Ovia North-East Local Government Area of Edo State is high

Research Question Three: Does parent’s socio-economic status influence the academic performance of senior secondary school students in Ovia North-East Local Government Area of Edo State?

Table 5: Parent’s Socio-Economic Status Influence on the Academic Performance of Students

S/N	Items	Yes	(%)	No	(%)	Total	(%)
1	My parents can pay my schools fees if I was to be attending a private school.	33	13	217	87	250	100
2	My parents have a good paying job.	24	10	76	90	250	100

3	My parents can afford the necessary materials needed for my learning in school such as, biros, notebooks, textbooks etc.	91	36	159	64	250	100
4	My parents can afford a personal home lesson teacher for me at home.	81	32	169	68	250	100
5	I eat well before coming to school.	189	76	61	24	250	100
6	I hawk for my parents before coming to school.	44	18	206	82	250	100
7	I am usually tired after trekking to school every morning.	171	68	79	32	250	100

In table 5, item 1, 13% of the respondents indicated Yes that their parents can pay my schools fees if I was to be attending a private school while 87% indicated No, item 2 shows that 10% indicated yes that their parents have a good paying job while 90% indicated no. item three shows that 36% agrees that their parents can afford the necessary materials needed for my learning in school such as, biros, notebooks, textbooks etc, while 64% indicated no. item four shows that 32% of the respondent indicated yes that their parents can afford a personal home lesson teacher for me at home while a majority 68% indicated no. item five shows that 76% agreed that they eat well before

coming to school by 24% indicated no. 18% indicated that they hawk for my parents before coming to school while 82% disagree. Item 7 shows that 68% of the respondent usually get tired after trekking to school every, while 32% indicated no. This shows that the parent's socio-economic status influence the academic performance of senior secondary school students in Ovia North-East Local Government Area of Edo State

Research Question Four: Is the total number of senior secondary school students in Ovia North-East Local Government Area of Edo State whose family background positively influences their academic performance more than students whose family background negatively influence their family background?

Table 6:

S/N	Items	Yes (%)	No (%)	Total (%)			
1	Students whose family background positively influences their academic performance	83	33.2	167	66.8	250	100

2	Students whose family background negatively influence their academic performance	167	66.8	83	33.2	250	100
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Table 6 shows the total number of senior secondary school students in Ovia North-East Local Government Area of Edo State whose family background positively influence their academic performance more than students whose family background negatively influence their family background the study from research question shows that students who family background negatively influence their academic background is more than those whose family background positively influence their family background

Discussion on Findings

The findings of this study were discussed with respect to the research questions earlier raised in the study.

From research question one, the findings of this study revealed that senior secondary school students in Ovia North-East Local Government Area of Edo State are not from a well to do family background and this is in contrary to the statement of Desforjes and Abouchaar, (2003) who stated that Children with good family background have parents who engage in

activities which stimulate their intellect through good discussions, constructive model building relating to personal fulfilment, contact with schools to share information, participation in school events and schoolwork. For students to achieve greater levels of academic success, parental involvement in their school activities is crucial to their academic performance; this helps with the results of both internal and external exams.

From research question two, the study examined the influence of family background on the academic performance of senior secondary school students in Ovia North- East Local Government Area of Edo State, and it was discovered that the influence of family background on the academic performance of senior secondary school students in Ovia North- East Local Government Area of Edo State is high and this is in line with Ogunshola and Adewale (2012), whose study examined the effects of parental socio-economic status on academic performance for students in Kwara State is of the view that parents from different occupational background often have different parenting styles, different ways of disciplining their children and different ways of reaching out to their children. It is therefore factual to note that parents socio-economic status do not significantly influence their child's

academic performance alone, but their educational qualifications and the child's stable health status is a huge contributing factor to a better educational performance.

Research question three showed that parent's socio-economic status influence the academic performance of senior secondary school students in Ovia North-East Local Government Area of Edo State and this is in affiliation with Steward (2004) who stated that poverty stricken family background always find themselves ill-equipped to deal with new opportunities and new situation most especially as relating to the child and the child academics and also in line with Omeh (2002) whose study on the influence of family background on educational achievements of students confirmed that students whose parents are literate do better in academics than those whose parents are less literate or not literate at all

Finally research question four examined if the total number of senior secondary school students in Ovia North-East Local Government Area of Edo State whose family background positively influence their academic performance more than students whose family background negatively influence their family background and it was discovered that that students

whose family background negatively influence their academic background is more than those whose family background positively influence their family background

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter comprised three sub-headings under which its contents were divided. It gives a brief account of the research findings, provides conclusion drawn from various findings of the study and makes recommendations based on the findings of the study. The sub-headings include: Summary of findings Conclusion and Recommendations.

Summary

- The study revealed that senior secondary school students in Ovia North-East Local Government Area of Edo State are not from a well to do family background.
- The study revealed that the influence of family background on the academic performance of senior secondary school students in Ovia North- East Local Government Area of Edo State is high
- the study discovered that the parent's socio-economic status influence the academic performance of senior secondary school students in Ovia North-East Local Government Area of Edo State

- finally the study examined whether the total number of senior secondary school students in Ovia North-East Local Government Area of Edo State whose family background positively influence their academic performance more than students whose family background negatively influence their family background and it was discovered that students whose family background negatively influence their academic background is more than those whose family background positively influence their family background

Conclusion

The present study clearly established that senior secondary school students in Ovia North-East Local Government Area of Edo State are not from a well to do family background and that the influence of family background on the academic performance of senior secondary school students in Ovia North- East Local Government Area of Edo State is high

The researcher also conclude that parent's socio-economic status influence the academic performance of senior secondary school students in Ovia North-East Local Government Area of Edo State and that students whose family background negatively influence their academic background is

more than those whose family background positively influence their family background

Recommendations

1. In view of inadequate instructional materials in schools in Egor Local Government Area, it is recommended that adequate instructional materials should be made available in schools so as to facilitate the teaching and learning process.
2. As it was found that poor socio-economic status of parents have negative effects influence on students' academic performance and important variable to influence students' academic achievement and therefore, parents unemployment level should be recommended. Poor students should be provided with scholarships, free books and other stationary. In addition, it is recommended that government should take steps to raise the welfare of the parents.
3. Parents should provide the physical and educational needs of their children such as; textbooks, writing materials and other learning materials to enhance their achievement in school.

4. The school environment should be made conducive by providing all necessary facilities such as classroom blocks, chairs, desks and offices.
5. Parents should provide extra lesson teachers for their children at home so as to encourage them to put in more interest and seriousness in learning as this will help to improve their academic performance.
6. Parent's involvement and participation has a significant influence on the academic achievement of students, therefore it is strongly recommended that interaction and communication between the parents and teachers should be encouraged for better result of the student's achievement.

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APPENDIX
DEPARTMENT OF EDUCATIONAL FOUNDATIONS (DEF)
FACULTY OF EDUCATION
UNIVERSITY OF BENIN
BENIN CITY

**FAMILYBACKGROUND AND ACADEMIC PERFORMANCE OF
SENIOR SECONDARY SCHOOL STUDENTS QUESTIONNAIRE
(FBAPSSSQ)**

Dear respondent, I am an undergraduate in the Department of Educational Foundations (DEF) presently studying Education English and Literature, University of Benin. I am currently carrying out a study on **the Influence of Family Background on the Academic Performance of Senior Secondary School Students in Ovia North-East Local Government Area of Edo State**. The information provided will not be used for any purpose outside this research. Kindly return the duly completed version to us. Thank you for your expected co-operation.

SECTION A: DEMOGRAPHIC INFORMATION

NAME OF SCHOOL:

.....

GENDER: Male () Female ()

CLASS: SS ()

SECTION B

Instruction: Indicate your preferred response to the questions by ticking {√} in the columns provided below.

S/N	Are senior secondary school students in Ovia North-East Local Government Area of Edo State from a well to do family background ?	Yes	No
1	I am from a rich or moderate family background.		
2	My parents and I stay in a good apartment.		
3	I eat three square meal daily.		

	What is the influence of family background on the academic performance of senior secondary school students in Ovia North-East Local Government Area of Edo State?	Yes	No
4	My parents assist me with my homework.		
5	My parents are educative enough to teach me at home.		

6	My parents motivate me to study my school work at home.		
7	I have a comfortable reading environment and facilities in my house.		
8	I end up sleeping in class because I end up doing a lot of house chores coming to school every day.		
9	My parents make me do more of reading than house chores.		
10	My parents check my book after school hours.		

	Does parent's socio-economic status influence the academic performance of senior secondary school students in Ovia North-East Local Government Area of Edo State?	Yes	No
11	My parents can pay my school fees if I was to be attending a private school.		
12	My parents have a good paying job.		
13	My parents can afford the necessary materials needed for my learning in school such as pens, notebooks Textbooks etc.		
14	My parents can afford a personal home lesson teacher for me at home.		
15	I eat well before coming to school.		
16	I hawk for my parents before coming to school.		
17	I am usually tired after trekking to school every morning.		