

**ATTAINMENT OF PHYSIOLOGICAL NEEDS AND ACADEMIC
PERFORMANCE OF PRIMARY PUPILS IN OWAN WEST LOCAL
GOVERNMENT AREA EDO STATE**

BY

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BENIN CITY**

AUGUST, 2023.

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**A PROJECT WRITTEN IN THE INSTITUTE OF EDUCATION AND
SUBMITTED TO THE FACULTY OF EDUCATION UNIVERSITY OF BENIN,
BENIN CITY, IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR
THE AWARD OF A BACHELOR'S DEGREE IN EDUCATION (BED)**

AUGUST, 2023.

DECLARATION

I, OISEOMOJE NOBLE IMUZEZE declare that this project is based on a study undertaken by me in the INSTITUTE OF EDUCATION, UNIVERSITY OF BENIN under the supervision of Prof. (Mrs) R.O. Olubor.

All views and ideas of this work are the products of my personal research work. Where ideas of others were used and expressed, they were dully acknowledged using references.

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CERTIFICATION

We the undersigned, certify that this work was carried out by Oiseomoje Noble Imuzeze with the matriculation number EDU1803721 of the Institute of Education, University of Benin, Benin City, Nigeria, In partial fulfilment of the requirement for the award of the B.Ed. in Early Childhood Education.

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(DIRECTOR INSTITUTE OF EDUCATION)

DATE

DEDICATION

This work is dedicated to God Almighty for the gift of life, good health, wisdom, knowledge and understanding.

I also dedicate this work to my beloved parents, Mr. Oiseomoje Charle's Ayo and Mrs. Oiseomoje Felicia for their financial, spiritual and physical support all through my study and project work.

ACKNOWLEDGEMENTS

I extend my heartfelt gratitude to the three person in one God (Holy trinity) for inspiring me and giving me energy, good health and protection during the whole period of my study. It is only because of the grace and strength bestowed upon me by Almighty God that I was able to go through this program.

My sincere appreciation goes to my supportive, intellectual and indefatigable supervisor, Prof (Mrs) Roseline Olubor, who made out time out of her busy schedule to supervise my work, offering her tireless assistance, guidance, support and encouragement. And also Ag. Director of the Institute of Dr. (Mrs.) I. F. Iyamu, Prof. Kehinde Aluko and Dr. Imasuen for their guidance, who from their busy schedule took out time in endorsing me whenever I approached them. My utmost gratitude goes to my lovely parents, Mr and Mrs Felicia Oiseomoje for setting a good standard and for their constant advice, prayers, sacrifice and financial support. To my sisters Mrs. blessing, Oiseomoje Victoria and my brothers Mr. God's time, Emmanuel and Oiseomoje Abraham for their love, support and prayers. My acknowledgement will not be complete without me appreciating these great and lovely ordained men of God Rev. Shedrack D. Kalu, Rev. Ajayi I. Ehiwere and Rev. Agbi F. Afensumu for their prayers, advice and support, may God bless you all abundantly. Now to the friends God bless me with in the University of Benin and who also assisted me in the University of Benin

Obed Ogheneochucko, Emmanuel Ehidiamem, Obinna Gabriel, Kufre Promise N. to mention but a few, thanks for being there always. To all my roommates and members of Christ ambassador students outreach (CASOR) thanks for the warm acceptance.

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ABSTRACT

This study examined the attainment of pupils physiological needs and academic performance of primary school pupils in Owan West LGA. To guide this study, Six research questions were raised. Two were answered while four were formulated into hypotheses and tested at 0.05 level of significance. The study was a descriptive survey research which adopted the correlational research design. A total of 100 respondents who are parents of pupils in public primary schools in Owan West LGA formed the sample of the study. The research instrument used was a questionnaire titled "Physiological needs and academic performance of pupils questionnaire (PNAPPQ)." Data collected were analysed using mean score, standard deviation, Pearson Product Moment Correlation Coefficient and the Fisher Z test. The findings revealed that the level of attainment of pupils physiological needs and the level of academic performance of primary pupils were high in Owan West LGA. The findings further showed that there is no significant relationship between the level of attainment of physiological needs and academic performance of primary school pupils. Other findings include that there is no significant difference in the relationship between the level of attainment of physiological needs and the level of academic performance of primary school pupils in Owan West Local Government of Edo State based on location, parents educational background and socio-economic status of the family. Based on the findings, it was recommended among others that; government agencies and other non-profit organizations should consider taking up water and sanitation projects to the grassroots to ensure better learning outcomes from pupils. Sleep has influence on academic performance. Pupils should have at least 8 hours of sleep daily, as recommended by the World Health Organization (WHO).

CHAPTER ONE

INTRODUCTION

Background of Study

Physiological needs are one of the most essential things a person needs to survive. They include the need for shelter, water, food, warmth, rest and health. A person's motivation at this level derives from their instinct to survive. It has frequently been observed that the quality of learning, as measured by learning outcomes, has tended to be low in the rural area schools and in schools in informal settlements which has been detrimental to the performances of pupils in Owan West LGA Edo State. Other than the presence of inadequate resource supplies in the schools, most of the pupils in these schools have come from families that socio economically disempowered. Socio economic disempowerment has in its part interfered with the ability of household to meet basic human needs of their children (Jyoti, Frongillo, & Jones, 2005; Kudzai, 2013).

Using longitudinal data to investigate how food insecurity over time related to changes in reading and mathematics test performance, weight and BMI, and social skills in children, Jyoti, Frongillo, and Jones (2005), found that food insecurity was predictive of poor developmental trajectories in children before controlling for other variables. Food insecurity thus serves as an important marker for identifying children who fare worse in terms of subsequent development. Their study strong empirical

evidence that food insecurity is linked to specific developmental consequences for children and that these consequences may translate into diminished academic performance.

Sleep quality, on its part has been found to have significant effects on cognitive performance and is influenced by multiple factors such as stress. In a study by Ahrberg, Dresler, Niedermaier, Steiger, and Genzel (2012) among medical students in the United States of America, it was found that contrary to the ideal, medical students and residents suffered from sleep deprivation and stress at times when they should achieve the greatest amount of learning. In their study, seeking to examine the relationship between sleep quality and academic performance, 144 medical students undertaking the preclinical board exam answered a survey regarding their subjective sleep quality (Pittsburgh sleep quality index, PSQI), grades and subjective stress for three different time points: semester, pre and post exam. Academic performance correlated with stress and sleep quality. Pre-exam note that low performance meant low sleep quality and high stress), however not with the stress or sleep quality during the term and post exam. 59% of all participants exhibited clinically relevant sleep disturbances during exam preparation compared to 29% during the term and 8% post exam. The study showed that in medical students it is not the generally poor sleepers, who perform worse in the medical board exams. Instead students who will perform worse on their exams seem to be more stressed and suffer from poor sleep quality.

However, poor sleep quality may negatively impact test performance as well, creating a vicious circle. Take for instance a student who has not eaten before going to an examination hall to sit for an exam and expecting the best from him. It would be very strenuous and uneasy for the student to cope and assimilate fast as a result of hunger and can result to mental imbalance at that particular point in time.

Kudzai (2013) while studying the psychological effects of poverty on the academic performance of the girl-child in Zimbabwe, noted that the relationship between poverty, the psychosocial development, and the academic performance of the girl child is far from simple and direct, and is much more complicated than merely the effects of poverty alone. She however found that there was a high incidence of failure rates among pupils who came from poor backgrounds than those who came from the higher end of society. Despite the progress noted in the reduction of absolute poverty levels across the world, Sub-Saharan Africa still falters under the heavy load of households living under the poverty line (UN MDG Report 2011), and consequent inability to meet the basic physiological needs of their families. Though absolute poverty declined from 52.2% in 1997 to about 46.0% in 2005/06 in Kenya, significant variation in poverty levels still exists among the 210 geo political areas. In the former Rift Valley Province, poverty incidence increased marginally from 47.9% in 1999 – 48.7% in 2005/06. The 49 constituencies in the province contributed to 25.6% of the

total national poverty with an estimated 4.24 million poor people. In Nakuru town constituency, with a population of about 258,848, poverty is rated at 45%. Its national poverty ranking is 93/210.

Many scholars have in the past sought to identify a correlation between poverty levels and academic performance. Most of these studies have come up with expected predictions of low performance among low class people. Whereas most of the studies have focused on the material aspects of poverty, little has been done to directly cover the role of physiological needs satiation in determining academic outcomes. For instance, the observation that most pupils from economically disadvantaged backgrounds have diminished access to reading materials (Duke, 2000), hence lower academic outcomes fails to acknowledge an equally important observation that in such areas of deprivation, some students have risen to high levels of academic prominence. This implies that beyond material starvation, the satiation of the physiological needs of food, clean drinking water, clean air and adequate sleep played an important intervening role in determining academic outcomes of pupils.

Among factors thought to influence academic performance in pupils, motivation has been cited as the primary driver (Tucker, et al, 2002). While acknowledging that much has been done in theory to elucidate possible mechanisms by which this happens

(Anderman & Midgley, 1997), there has been no direct work linking the satiation of physiological needs with the motivation to perform well in class.

Statement of the Problem

It has been observed that children from low income families are more at increased risk of leaving school without graduating. Evidence from the National Institute of Child Health and Human Development Early Child Care Research Network has also shown that children in chronically impoverished families have lower cognitive and academic performance and more behavior problems than children who are not exposed to poverty (EFA Global Monitoring Report Team 2006). This has been attributed not only to the lack of sufficient nutrition but also to factors related to sleep patterns and the feeling of general well-being. However, in spite of the overwhelming effects of poverty on children's education and development, numerous examples of pupils who have excelled from low-income loci also exist (Luthar, et al. 2000). This set of contradicting evidence begs interrogating whether the satiation of physiological needs plays any role in the academic performance in pupils, and if so, then how exactly does it influence the performance.

Research Question

The study was guided by the following research questions:

- i. What is the level of attainment of physiological needs of primary school pupils in Owan West LGA of Edo state?
- ii. What is the level of academic performance of primary school pupils in Owan west LGA of Edo state?
- iii. Is there any relationship between the level of attainment of physiological needs and the level of academic performance of primary school pupils in Owan West LGA of Edo state?
- iv. Is there any difference in relationship between the level of attainment of physiological needs and the level of academic performance of primary school pupils in Owan West LGA based on location?
- v. Is there any difference in relationship between the level of attainment of physiological needs and the level of academic performance of primary school pupils in Owan West LGA based on parents educational background?
- vi. Is there any difference in relationship between the level of attainment of physiological needs and the level of academic performance of primary school pupils in Owan West LGA based on socio-economic status of the family?

Research questions 1 and 2 were answered while questions 3, 4, 5 and 6 were formulated into hypotheses and tested at 0.05 level of significance.

Hypotheses 1: There is no significant relationship between the level of attainment of physiological needs and academic performance of Primary School Pupils in Owan West Local Government Edo State.

Hypotheses 2: There is no significant difference in relationship between the level of attainment of physiological needs and the level of academic performance of primary school pupils in Owan West Local Government of Edo State.

Hypotheses 3: There is no significant difference in relationship between attainment of physiological needs and academic performance of primary school pupils based on parent's educational background.

Hypotheses 4: There is no significant difference in relationship between attainment of physiological needs and academic performance of primary school pupils based on socio-economic status of the family.

Purpose of the Study

The purpose of the study is to find out the level of attainment of physiological needs and the academic performance of primary school pupils in Owan West LGA. The specific objectives include to:

- i. Find out the level of attainment of physiological needs of primary school pupils in Owan West LGA

- ii. Ascertain the level of academic performance of primary school pupils in Owan West LGA
- iii. Determine relationship between the level of attainment of physiological needs and the level of academic performance of primary school pupils in Owan West LGA
- iv. Find out if there any difference in relationship between the level of attainment of physiological needs and the level of academic performance of primary school pupils in Owan West LGA based on location
- v. Find out if there is any difference in relationship between the level of attainment of physiological needs and the level of academic performance of primary school pupils in Owan West LGA based on parents educational background.
- vi. Ascertain if there is any difference in relationship between the level of attainment of physiological needs and the level of academic performance of primary school pupils in Owan West LGA based on socio-economic status of the family.

Significance of the Study

The study will be significant to the following bodies; Pupils, teachers, and data obtained from this study will be helpful to the ministry of education and other relevant

bodies in the attainment of the physiological needs of pupils for adequate performances in the teaching and learning processes. This is due to the fact that physiological needs are essential to human survival. If the food, water, shelter, clothing, sleep and health of the pupils is provided and attained, the pupils will be motivated to learn and will perform well academically. As a result of these improvements it will reduce/relieve the time-spent by the teacher on a particular pupil as the pupils learning process improves drastically. Provide information that would be considerably useful in the design of possible intervention programmes by community development agents to influence optimal learning outcomes. The gaps identified in the study with regard to the study objectives could possibly be used to stimulate further studies, which would demystify performance, especially in low-income socio-economic zones. Ultimately, the results of the study could potentially provide a theoretical basis for intervention measures in achievement of pupils from low-income backgrounds. This it is hoped, would stimulate new debate towards inclusivity in primary schools, in which schools in struggling backgrounds would receive support to keep the children in school most of the time.

Scope and Delimitation of the Study

This study investigated the attainment of pupils' physiological needs and academic performance of primary school pupils in Owan West Local Government Area of Edo State. The physiological needs of interest in this work are air, food, water,

shelter, clothing, love, sex and sleep. The academic performance of PRY 1, PRY 2 and PRY 3 classes were the areas of interest. The study is delimited to pupils in the lower primary classes in Owan West Local Government Area.

Definition of Terms

The following terms are operationally defined as follows:

Academic Performance: this refers to the behaviour of a student that can be directly observed by evaluating what he or she has learnt during a course of study. This behaviour can be measured through class work, homework, class participation and tests. In this study, it means a term result.

Underperformance: As used in this study it means the inability of a pupil to attain the accepted marks of performance, as graded in examinations.

Physiological Needs: They are the most basic needs whose deprivation threatens the survival of an individual also called survival needs. They include food, shelter, water, air and love.

Public primary schools in Owan West LGA Edo state schools from standard one to eight.

Absolute Poverty: A condition characterized by severe deprivation of basic human needs, including food, safe drinking water, sanitation facilities, health, shelter, education and information.

Relative Poverty: Refers to poverty of an individual or group in comparison to the overall standard of living that prevails in a particular society.

All Nighter's: An act of staying up all night as to study or finish a task.

Location: This implies where a school is situated. It could be urban or rural.

Urban schools: these are school, situated within the local government headquarter.

Rural school: These are school, located outside the local government headquarter.

Parents' Educational Background: It is the level of parents' educational attainment.

Socio-Economic Status of the family: It depicts the standard of living of a particular family as well as their annual income which dictates the family power of purchase.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature relevant to the study under these sub headings:

- Theoretical framework
- Physiological needs of primary pupils
- Concept of academic performance of primary pupils
- Level of attainment of physiological needs of primary school pupils
- Level of academic performance of primary pupils
- Relationship between Level of attainment of physiological needs and Level of academic performance of primary pupils
- Relationship between Level of attainment of physiological needs and Level of academic performance of primary pupils based on location
- Relationship between Level of attainment of physiological needs and Level of academic performance of primary pupils based on parents educational background.
- Relationship between Level of attainment of physiological needs and Level of academic performance of primary pupils based on family socio-economic status
- Summary of reviewed literature

Theoretical Framework

Theories are set or assumptions, proposition or accepted facts that attempts to provide a plausible or rational explanation about a particular phenomenon. Theories provide a systematic way of viewing random or chaotic experiences.

Theoretical framework is essential to any education research because it examine various aspects of educational phenomenon with the purpose of understanding of the situation. To this end therefore, this study will be anchored to the maslow's theory

Maslow's Theory

Maslow's hierarchy of needs is a theory of motivation which states that five categories of human needs dictate an individual's behavior. Those needs are physiological needs, safety needs, love and belonging needs, esteem needs, and self-actualization needs.

According to Maslow (1945) human behaviour is motivated by the degree of attainment of their needs. He identifies and organizes these needs into a hierarchy as described below. The achievement of lower level needs opens up the individual to be influenced by desire for gratification of higher level needs.

Physiological needs are usually taken as the starting point for motivation theory and are also called *physiological drives*. They are based on the concepts of homeostasis

and appetites. Homeostasis refers to the body's automatic efforts to maintain a constant, normal state of the bloodstream. This has to do with the water content of the blood, salt content, sugar content, protein content, fat content, calcium content, oxygen content, constant hydrogen-ion level (acid-base balance), and constant temperature of the blood. Appetites, a preferential treatment for some particular foods, have been found to be a fairly efficient indication of actual needs or lacks in the body. Young in a recent article (21) has summarized the work on appetite in its relation to body needs. If the body lacks some chemical, the individual will tend to develop a specific appetite or partial hunger for that food element. The safety needs set in once physiological needs are relatively well gratified. All that has been said of the physiological needs is equally true, although in lesser degree, of these desires. The organism may equally well be wholly dominated by them. They may serve as the almost exclusive organizers of behaviour, recruiting all the capacities of the organism in their service, and we may then fairly describe the whole organism as a safety-seeking mechanism.

If both the physiological and the safety needs are fairly well gratified, then there will emerge the love and affection and belongingness needs, and the whole cycle already described will repeat itself with this new centre. Now the person will feel keenly, as never before, the absence of friends, or a sweetheart, or a wife, or children. He will hunger for affectionate relations with people in general, namely, for a place in

his group, and he will strive with great intensity to achieve this goal. Self-esteem needs, which then set up, refer to the need or desire for a stable, firmly based, (usually) high evaluation of oneself, for self-respect, or self-esteem, and for the esteem of others. By firmly based self-esteem is meant that which is soundly based upon real capacity, achievement and respect from others. These needs may be classified into two subsidiary sets. These are, first, the desire for strength, for achievement, for adequacy, for confidence in the face of the world, and for independence and freedom. Secondly, there is the desire for reputation or prestige (defining it as respect or esteem from other people), recognition, attention, importance or appreciation.

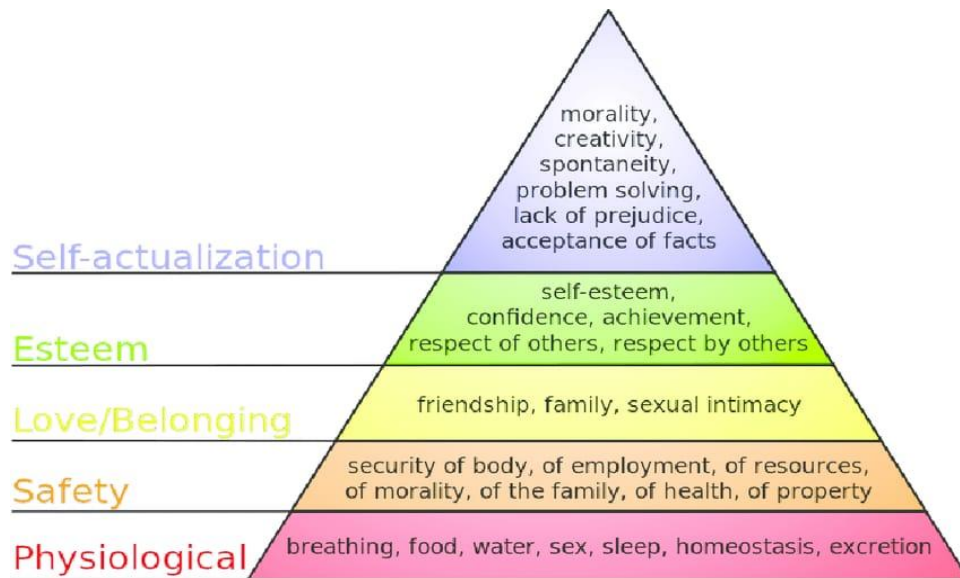
Maslow's theory, also known as Maslow's hierarchy of needs, is a psychological theory proposed by Abraham Maslow in 1943. This theory suggests that human beings have a hierarchy of needs that motivates their behavior. According to Maslow, individuals are motivated to fulfill certain needs, and once a lower-level need is satisfied, they move to fulfill the next higher-level need. The hierarchy consists of five levels, often depicted as a pyramid:

- 1. Physiological Needs:** These are the most basic needs required for survival, such as food, water, shelter, and sleep. Individuals strive to fulfill these needs before moving on to higher-level needs.

2. **Safety Needs:** Once physiological needs are met, individuals seek safety and security. This includes physical safety, employment security, financial stability, and a desire for law and order.
3. **Love and Belongingness Needs:** Once safety needs are met, individuals seek social connections, love, and a sense of belonging. This includes the need for friendship, intimacy, family, and a sense of community.
4. **Esteem Needs:** Once the need for love and belongingness is fulfilled, individuals strive for self-esteem and recognition. This includes both self-esteem (feeling confident and competent) and esteem from others (recognition, status, and respect).
5. **Self-Actualization:** This is the highest level of the hierarchy, representing the realization of an individual's full potential. It involves personal growth, self-fulfillment, and the pursuit of meaning and purpose. Self-actualized individuals are driven by inner growth, creativity, morality, and the desire to make a positive impact.

Maslow believed that individuals must satisfy their lower-level needs before they can focus on higher-level needs. However, this hierarchy is not rigid, and individuals may experience different needs at different times or in different cultural contexts. Additionally, Maslow acknowledged that not everyone reaches the self-actualization stage, as it is a relatively rare achievement.

Maslow's theory has been influential in various fields, including psychology, education, management, and self-help. It provides insights into human motivation and the factors that contribute to well-being and personal growth. However, it has also faced criticism for its cultural bias and the lack of empirical evidence supporting the specific hierarchical structure of needs. In Maslow's Hierarchy of Needs, the diagram represents a pyramid with five levels or categories of human needs that are arranged in order of importance. The lower needs must be satisfied before an individual can progress to the higher needs.



Physiological Needs of Primary Pupils

Physiological needs are the lowest level of Maslow's hierarchy of needs. They are the most essential things primary pupil's needs to survive. They include the need for Air, food, water, Shelter, clothing, and sleep

1. **Air:** One of the most basic requirements for human life is oxygen. Our body needs oxygen to function properly and without it we would quickly die. This makes air perhaps the most fundamental of physiological needs of pupils.
2. **Food:** Primary pupils require a balanced diet that provides them with the necessary nutrients to support their growth and development. A healthy diet should include a variety of fruits, vegetables, whole grains, lean proteins, and low-fat dairy products. Without food pupils will not be able to learn in the classroom. This makes food a basic physiological need. Furthermore, a poor diet can prevent a child in the classroom from having the cognitive abilities to learn to the best of their ability. Primary pupils require a balanced diet that provides them with the necessary nutrients to support their growth and development. A healthy diet should include a variety of fruits, vegetables, whole grains, lean proteins, and low-fat dairy products. As used in this study, nutrition refers to the uptake of nutrients by a pupil for normal and optimal functioning of the body. Studies demonstrate that when children's basic nutritional and fitness needs are met, they tend to attain higher

achievement levels. Poor nutrition and lack of physical activity have not only been cited as root causes of overweight and obesity, they are also factors associated with lower academic achievement. Consequently, according to Bogden (2000) schools have a critical role in helping students learn and practice healthy eating habits, and in providing the knowledge, motivation, and skills children need for lifelong physical activity. Studies done with school-aged children have pointed to a direct correlation between poor nutrition and lowered school performance. For example, Kleinman et al. (2002) cited details from a study done with men aged 27 to 47 that looked at iron and its effect on concentration. Low scores on a concentration test corresponded with lowered levels of iron in the bodies of the subjects. A connection was made between low iron levels in children with attention span; children with iron deficiency anaemia have been shown to have short attention spans. Kretsch et al. also found that zinc was another nutrient that had a role with cognition, specifically with A New York study found that many students experienced malnutrition that was too slight for clinical signs yet still affected their intelligence and academic performance. This impairment can be corrected through improved nutrition (Schoenthaler, 1991). ASFA (1989) found that among fourth grade students, those having the lowest amount of protein in their diet had the lowest achievement scores. On his part, Parker (1989) found that iron deficiency anaemia leads to shortened attention span, irritability, fatigue, and difficulty with

concentration. Consequently, anaemic children tend to do poorly on vocabulary, reading, and other tests.

Children who suffer from poor nutrition during the brain's most formative years have been found to score much lower on tests of vocabulary, reading comprehension, arithmetic, and general knowledge (Brown et al, 1996). It has also been observed that six to eleven year old children from food insufficient families had significantly lower arithmetic scores and were more likely to have repeated a grade. Families were classified as Food deficient if they self-reported as sometimes or often not having enough food to eat (Alaimo, et al, 2001). Even moderate under-nutrition (inadequate or sub-optimal nutrient intake) can have lasting effects and compromise cognitive development and school performance (CHPNP, 1995). Morning fasting has a negative effect on cognitive performance, even among healthy, well-nourished children. A test of the speed and accuracy of response on problem solving tasks given to children who did or did not eat breakfast found that skipping breakfast had an adverse influence on their performance on the tests (Pollitt et al, 1991). From the foregoing it could be concluded that not having a proper and well balanced nutritional regime could impact negatively on a pupil's academic performance.

Proper nutrition has been well documented to enhance academic performance. School breakfast programs, where practiced in the USA, have shown the effective role

of nutrition in enhancing academic performance. Studies demonstrate participation in School Breakfast Programs help improve school performance and reduces absenteeism and tardiness. Relieves hunger and improves children's ability to succeed at school. It increases composite math and reading scores, improves student behaviour, reduces morning trips to the nurse, and increases student attendance and test scores (Kleinman, et al, 1998). It improves academic, behavioural, and emotional functioning and leads to increased math grades, lowered absenteeism, and improved behaviour (Barnard, 2000). It was also found to simultaneously strengthen children's psychosocial outcomes, lowering anxiety, hyperactivity, depression, and psychosocial dysfunction. Raises scores on basic skills tests and reduces tardiness and absenteeism among participants. Erickson (2006) has pointed out five key nutritional components required to keep the brain functioning correctly. These include proteins, carbohydrates, fats, vitamins and mineral salts. Proteins are used to make most of the body's tissues, including neurotransmitters, (chemical messengers that carry information from brain cells to other brain cells). A lack of protein, also known as Protein Energy Malnutrition, led to poor school performance by children and caused young children to be lethargic, withdrawn, and passive, all of which help affect social and emotional development.

He notes that carbohydrates are broken down into glucose (sugar) which is the main source of energy for the brain, and adds that fluctuating levels of carbohydrates

may cause dizziness and mental confusion, both of which can affect cognitive performance. Eating a carbohydrate-heavy meal was noted to cause one to feel calmer and relaxed because of a brain chemical called serotonin and its effect on mood. Erickson also noted that fat makes up more than 60% of the brain and acts as a messenger in partial control of aspects such as mood. Omega-3 fatty acids are very important to the optimum performance of the brain and a lack of these fats can lead to depression, poor memory, low IQ, learning disabilities and dyslexia. Erickson (2006) discussed vitamins and minerals as an important substance for the functioning of the brain. Most important are the vitamins A, C, E, and B complex vitamins. Manganese and magnesium are two minerals essential for brain functioning; sodium, potassium and calcium play a role in message transmission and the thinking process. It has been shown that whereas increased physical activity influence positive performance in class, pupils who are undernourished would tend to be relatively inactive physically. Recent studies show that academic achievement improves even when the physical education reduces the time for academics. A reduction of 240 minutes per week in class time for academics to enable increased physical activity led to consistently higher mathematics scores (NASPE, 2001). Symons (1997) also found that intense physical activity programs have positive effects on academic achievement including increased concentration; improved mathematics, reading, and writing test scores; and reduced disruptive behaviour (Symons,1997). He also found that aerobic conditioning may help

to improve memory. Exercise may strengthen particular areas of the brain, and oxygen intake during exercise may enhance greater connections between neurons.

3. Water: Staying hydrated is essential for maintaining physical and cognitive functions. Primary pupils should have access to clean drinking water and be encouraged to drink water regularly, especially during physical activities and warm weather. We can only last three days without water, making it a basic physiological need of pupils in primary school. Moreover, dehydration can lead to headaches and problems with pupils' cognitive capacity.

While acknowledging that there exists a relationship between water, poverty, health and sanitation Wadan (2012) notes that little knowledge exists about correlation between safe drinking water and academic achievements in schools. In his study aiming to understand knowledge about drinking water and academic achievements in schools in Ghana, Sierra Leone and South Africa, he found positive results with ($\chi^2=7.973>5.991$) at 95% level of confidence, as $r=0.997$, and qualitative analysis showing $r=0.588$, suggesting existence of relationship between drinking water and academic achievements. His results showed that drinking water improves academic achievements in schools.

According to UNICEF (2006), water is fundamental to human life, yet this essence of life can greatly injure the body if its source is not free from pollution and

infection. Often, the most reported pollutant is human feces that have not been disposed of and have spread because of a lack of basic sanitation and hygiene, a condition prevalent in most informal settlements. The report further notes that young children are more vulnerable than any other age group to the ill effects of unsafe water, insufficient quantities of water, poor sanitation and lack of hygiene. Consequently, this would mean that primary school pupils stand to be drastically affected if they do not have access to clean water, both for drinking and for sanitation purposes. Globally, more than 125 million children under five years of age live in households without access to an improved drinking-water source, and more than 280 million children under five live in households without access to improved sanitation facilities. Consequently it has been estimated that about 10.5 million children under the age of five die every year, with most of these deaths occurring in developing countries. Lack of safe water, sanitation and adequate hygiene contribute to the leading killers of children fewer than five, including diarrheal diseases, pneumonia, neonatal disorders and under-nutrition. Though the world is on track to meet the target on reducing the proportion of people without sustainable access to safe drinking water (UNICEF, 2006), it is still struggling to keep pace with population growth and ever-accelerating urbanization. Accordingly, target on sanitation will plainly not be met unless progress is greatly accelerated, and if it is not, 2.4 billion people will be without access to basic sanitation in 2015. On both targets, sub-Saharan Africa is lagging far behind the progress needed; in relation to

sanitation, South Asia still has a very long road to travel, despite more than doubling its provision between 1990 and 2004.

The world's children have a right to safe water and basic sanitation, and to the health that these sustain. To large extent, sustained progress in health, nutrition and education depends upon improvements in water and sanitation. The beneficial effect of fully immunizing a child is entirely lost, for example, if that child dies of diarrheal disease.

4. Shelter: Shelter is an essential property in a man's life. Without shelter human being cannot survive. People who do not have shelter cannot be guaranteed to perform well academically. But pupils from a well arranged home tend to perform better academically.

5. Clothing: Clothing is essential to pupils flourishing. This is because our bodies are not well-adapted to the climate we live in. For example, people who live close to the equator generally have less need for clothing than those who live further away. This is because the closer you are to the equator, the higher the average temperature is. However, they may need clothing to avoid sunburn. On the other hand, people who live in cold climates generally need more clothing to stay warm. In fact, people who live in the Arctic regions of the world must wear special clothing that protects them from the cold and wind.

6. Sleeping: Sufficient rest and sleep are vital for primary pupils to support their growth, memory consolidation, attention span, and overall cognitive function. Establishing consistent bedtime routines and ensuring they have an adequate amount of sleep based on their age is important. Sleep is a basic physiological need. This is because our bodies need time to rest and recover from the day's activities. Sleep also allows our brains to consolidate memories and process information. Eight hours of sleep per night helps to rest the body and give the brain a chance to recover from the day's activities. Primary pupils need adequate sleep to function well during the day. Most children need between 9 and 11 hours of sleep each night, depending on their age and individual needs. A good night's sleep can also help to improve mood and concentration. In addition, sleep helps to regulate hormones and metabolism. Not getting enough sleep can lead to weight gain, heart disease, diabetes, kidney and depression. Peters, Joireman, and Ridgeway (2005) have described —sleep patterns‖ in terms of four different factors which are: self-rated satisfaction with sleep; sleeping during the day; difficulty sleeping at night; and oversleeping. Lowry (2010) note that there have been many studies that link unhealthy sleep habits with decreased cognitive functioning. In their study, carried out among college students of the University of Minnesota to determine levels of sleep quality and sleep quantity and its impact on academic performance, surveys were administered to the college students , sleep quality was assessed by the

Groningen Sleep Quality Questionnaire, while aspects of sleep quantity included number of nights spent with less than five hours of sleep during the previous week as well as during an average week, number of hours of sleep obtained in an average night, as well as the number of all-nighters the students had pulled in the past year. Results indicated a significant positive correlation between amount of sleep per night with GPA, and a significant negative correlation between average number of days per week that students obtained less than five hours of sleep and GPA.

Edwards (2008) examined the effects of poor sleep habits on the academic performance of children. She assessed the role of poverty rate, medical diagnoses, napping and medication on sleep habits. One hundred ninety one parents of Kindergarten 4th grade students were asked to complete the Children's Sleep Habits Questionnaire (CSHQ), as well as an informal survey. According to the results, children who were referred to the Student Support Team (SST) had significantly higher scores on the CSHQ subscale Night Waking's.

Children who had a diagnosed medical condition had significantly higher scores on the CSHQ Total Score, as well as the subscales Sleep Onset, Delay, Sleep Anxiety, Night Waking's, Parasomnias and Sleep Disordered Breathing. Children taking medication were found to have significantly higher scores on the CSHQ Total Score, as well as the subscales Sleep Onset Delay, Night Waking, Parasomnias and Sleep

Disordered Breathing. Most importantly, though, children from an elementary school with a 97.7% poverty rate had significantly higher scores on the CSHQ subscales Sleep Onset Delay and Night Wakings. The results of her studies highlight the importance that sleep plays in the development of pupils, effects which could potentially spill over to how pupils performed in class (Edwards, 2008). Consequently, if an individual is not getting the Meeting these physiological needs is essential for primary pupils to be able to learn effectively and reach their full potential.

Concept of Academic Performance of lower primary Pupils

The concept of academic performance is the measurement of pupils achievements and performance across various academic subjects. Teachers and education officials typically measure performance using classroom performance, graduation rates, and results from standardized tests.

Performance in Academics

From the perspective of academics, two of the most accurate predictors of a young person's ability to succeed in school are reading readiness (phonemic awareness, vocabulary, alphabet naming, and listening comprehension) and two dimensions of a youngster's social behaviour (interpersonal skills: the quality of social relationships with peers, and work-related social skills: a child's degree of independence, responsibility, and self-control) at 54 months of age (5 ½ years of age) (NICHD, 2004).

The most current information on improving academic performance notes that there are three environmental influences linked to levels of academic performance among young pupils (NICHD, 2004). These influences include the following:

- 1) High quality parenting (the degree to which a youngster is provided with an enriched warm and responsive learning environment which includes appropriate control and discipline over children are closely associated with both higher first grade reading and mathematics skills).
- 2) High quality child-care environments (stimulating activity and nurturing as reflected in high quality parenting).
- 3) High quality first-grade classrooms (with a focus on literacy instruction, evaluative feedback, instructional conversation, and encouraging child responsibilities).

The significance of this in the study is that it points to a high possibility of a pupil's environment at home and at school influencing how they perform in their academics. Though this study attempted to examine the influence of provision of physiological needs on academic performance, from the onset it was appreciated that other factors could also be contributory to the observed performance of pupils. One such factor was teacher shortage. There have been conflicting estimates of the extent of the teacher shortage with the government claiming that the number of teachers needed

is 45, 000 while the Kenya National Union of Teachers puts the estimate at 60,000 (Kimani, 2008). UNICEF estimates a required 31,000 teachers (UNICEF, 2005). Despite the obvious evidence of inadequate personnel audit mechanisms, the undisputed point is that there is a huge teacher shortage for primary schools. The teacher shortage is even more severe in remote rural schools. The 2006 Economic Survey reported that the teacher student ratio in Kenya rose from 1:40 in 2003 to 1:44 by 2005 (GoK, 2006). The situation is grimmer for schools in the arid and semiarid areas, as well as those in the slums of urban areas, where the ratio could be as high as 1:100 (UNICEF, 2005). Teaching and learning resources are also in short supply in most schools. The UNICEF (2005) report, while decrying the dismally low rates of participation in northern Kenya, also painted a grim picture of the lack of educational resources. It must be appreciated that an improved teacher pupil: teacher ratio would be a major factor in influencing teachers to motivate performance in pupils.

Underperformance in Academics

Many theories of underachievement are based on the assumption that students who are not motivated will not perform well. Adolescents self-expectancy for success and the subjective value they place on an academic task have also been proposed as two factors that most directly predict academic performance and choice (Wigfield & Tonks, 2002). In this expectancy value model, self-expectancy is defined as adolescent's

beliefs about how successfully they will perform an upcoming task. Subjective task value or achievement value is defined as how a task meets the different needs of individuals. Such value is determined by factors such as the importance of doing well on the task, the intrinsic enjoyment value of the task, the usefulness of the task, and the cost of performing the task. Solorzano (1998) analyzes four theoretical frameworks, under which he argues all theories of underachievement fall; Genetic Determinism, Cultural Determinism, School/Institutional Determinism, and Social Determinism. Genetic Determinists believe that the underachievement of minority children in schools is due to their genetic deficiency. Frameworks of this nature are generally out of favor in educational research. However, Solorzano argues that they may have a resurgence considering newfound interest in the work of Lloyd Dunn, who researches the relationship between race and intelligence quotient (I.Q). Although these theories are generally discredited and have been for a number of years, it is important to recognize the effect that these theories have had on education historically. During the birth of public education and well into the early 1900's, the belief that whites were the smartest race influenced nearly every aspect of schooling, from segregated schools to the ways in which minorities were taught in these schools (Selden, 1999). The popularity of the Eugenics movement gives credence to the impact that racial inferiority theories had on education. The concept of eugenics was created by a group of white scientists who were attempting to scientifically prove that minorities are intellectually inferior via the use of

I.Q. and other standardized assessments (Selden, 1999). While Cultural Determinism focuses on students' cultures and not genetic make-up, these theories often employ race as a way of distinguishing culture. Culture-specific characteristics, including parenting styles, work ethic, and conformity to mainstream culture, are viewed as the reasons why students underachieve. Many culture-specific models employ class as another way of distinguishing student culture. When race is not examined as the reason for underachievement, poverty is. Since the late sixties, there has been an investment of research into the living conditions of students who live in poverty and the effects that poverty has on one's future outlook and educational possibilities (Lewis, 1966). However, there has been increasing criticism of these culture-centered theories because they more often than not view culture as a deficit to the education of a child, rather than a potential resource. Consequently, perhaps the most significant fact about poverty research is that it is being carried out entirely by middle-class researchers who differ in class, culture, and political power from the people they are studying (Solorzano, 1998). While it is hard to deny that the cultural environment of a child plays a role in their educational success or failure, the extent and nature of the effect of culture on schooling is easily debatable and hard to ascertain. Current examples of culture-centered theories include the work of John Ogbu. While Ogbu takes a specific look at race and culture; he does so in a bidirectional way. Whereas most culture entered theories place the entire responsibility of performance on the student, Ogbu's theory examines the

experiential dynamic between student and teacher. He argues that minorities often form oppositional and reactionary stances within the classroom because of the radicalized treatment they receive (Ogbu, 1991). His emphasis on the interplay between students and teachers is based on a strong foundation of evidence which supports the notion that many teachers (whether it be through conscious decision-making or unconscious tendencies) treat students from different backgrounds unequally. Theories such as this one offer a fresher and more realistic perspective of educational realities because they are based on student experiences in school. Institutional Determinism examines the role that schools play in the education of different student groups. Such theories explore differences found within and across schools. Bowles and Gintis (1976) offer a widely accepted framework for understanding the role that society and schools play in the education of different groups. They argue that schools do not serve to promote or demote the education of particular student groups but rather perpetuate the existing social inequalities and continue to provide a supply of non-skilled workers for the demand of menial labor in the marketplace. While social reproduction theories hold school structures responsible for the perpetuation of educational and economic inequalities, cultural reproduction theories examine the use of dominant cultural values as a differentiating tool used by schools and teachers to screen students into tracks of success or failure. Based on the works of Pierre Bourdieu and JeanClaude Passeron, in the words of Daniel Solorzano, —cultural reproduction theories argue that the

dominant class defines what is valued culturally and linguistically, and disguises this cultural arbitrariness in the name of neutrality. Schools devalue and/or ignore the cultural and linguistic traits of subordinate groups, thus reproducing dominant ideologies which function to keep our society exactly where it stands (Solorzano, 1998).

Level of Attainment of Physiological Needs of Primary School Pupils

The level of attainment of physiological needs of primary school pupils is an important aspect of their overall well-being and development. Physiological needs refer to the fundamental requirements for survival, such as food, water, shelter, sleep, clothing, and physical activity.

In general, primary school pupils should have their physiological needs met in order to be able to focus on learning and other developmental activities. This means that they should have access to nutritious food and clean water, a safe and comfortable environment, adequate sleep, and opportunities for physical activity. The level of attainment of physiological needs can vary depending on factors such as socioeconomic status, cultural background, and individual circumstances. For example, pupils from low-income households may be at greater risk of not having their physiological needs met due to lack of access to resources, while pupils with health conditions or disabilities may have specific requirements to ensure their physiological needs are met. Schools can play an important role in supporting the attainment of physiological needs

for pupils by providing nutritious meals, safe and comfortable learning environments, opportunities for physical activity, and access to health and wellness resources. Teachers and other school staff can also play a role in monitoring pupils' well-being and identifying any concerns or needs that may require additional support.

Maslow's theory presents his hierarchy of needs in a pyramid shape, with basic needs at the bottom of the pyramid and more high-level, intangible needs at the top. A pupil can only move on to address the higher-level needs when their basic needs are adequately fulfilled.

- a. Physiological Needs:** The first of the id-driven lower needs on Maslow's hierarchy are physiological needs. These are most basic human survival needs which include food and water, sufficient rest, clothing and shelter, overall health, and reproduction. Maslow states that these basic physiological needs must be addressed before pupils move on to the next level of fulfilment.
- b. Safety Needs:** Next among the lower-level needs is safety. Safety needs include protection from violence and theft, emotional stability and well-being, health security, and financial security.
- c. Love and Belonging Needs:** The social needs on the third level of Maslow's hierarchy relate to human interaction and are the last of the so-called lower needs. Among these needs are friendships and family bonds both with

biological family (parents, siblings, and children) and chosen family (spouses and partners). Physical and emotional intimacy ranging from sexual relationships to intimate emotional bonds are important to achieving a feeling of elevated kinship. Additionally, membership in social groups contributes to meeting this need, from belonging to a team of co-workers to forging an identity in a union, club, or group of hobbyists.

d. Esteem Needs: The higher needs, beginning with esteem, are ego-driven needs.

The primary elements of esteem are self-respect (the belief that you are valuable and deserving of dignity) and self-esteem (confidence in your potential for personal growth and accomplishments). Maslow specifically notes that self-esteem can be broken into two types: esteem which is based on respect and acknowledgment from others, and esteem which is based on your own self-assessment. Self-confidence and independence stem from this latter type of self-esteem.

e. Self-actualization Needs: Self-actualization describes the fulfilment of your full potential as a person. Sometimes called self-fulfilment needs, self-actualization needs occupy the highest spot on Maslow's pyramid. Self-actualization needs include education, skill development the refining of talents in areas such as music, athletics, design, cooking, and gardening caring for

others, and broader goals like learning a new language, traveling to new places, and winning awards.

Self-actualization needs are the final stage in the linear growth of an individual. Maslow believed that in order to achieve this state of personal fulfilment, the pupils must first satisfy the preceding needs (i.e. physiological, safety, love/belonging, and esteem, in that order). He contested that self-actualized pupils possess a number of characteristics that enable them to, first, satisfy the four initial categories of needs and, second, to contend with the dissonant relationship between free will (i.e. the supposed capacity to act based solely on our personal drives) and determinism (i.e. the effect of societal pressure and an internal consideration of how we will appear to others and the effects our actions will have on them). Below is a list of the characteristics possessed by self-actualized pupils as outlined by Maslow (1954):

- **Acceptance and Realism:** Self-actualization reflects the individual's acceptance of who he/she is, what he/she is capable of, and his/her realistic and accurate perception of the world around him or her (including the people within it and how they relate to the individual). When we have an inaccurate view of ourselves or the outside world, there is a dissonant, unsettling and deleterious disparity between our internal self and the external world. Self-actualization is achieved by those who have the most accurate view of themselves and the world around them.

- **Problem-Centring:** Self-actualized pupils are not purely focused on internal gain; they appreciate the benefits of solving problems that affect others so as to improve the external world. The desire to assist others is borne out of an internal sense of right and wrong, which is grounded in empathy.
- **Spontaneity:** The self-actualized pupils think and act spontaneously, as a result of having an accurate self- and world-view. In spite of this spontaneity, these pupils tend to act and think within the accepted social norms and according to the expectations of others. These individuals are also usually open in their interactions with others, yet unconventional in their interaction styles, speech, and other aspects of behaviour.
- **Autonomy and Solitude:** While the self-actualized among us conform to societal norms and are often people-centred in their problem-solving, they often display the need for personal freedom and privacy. These private times are spent testing their potential, both mentally (i.e. thinking about their problems) and physically (i.e. acting out to identify strengths and weaknesses).
- **Continued Freshness of Appreciation:** No matter how simple, straightforward or familiar an experience, the self-actualized individual is capable of seeing things from new perspectives and appreciating the breadth and wonder of things in

his/her world. This capacity allows these pupils to develop new problem-solving strategies, and it fosters creativity as a result.

- **Peak Experiences:** These are experiences that display three core characteristics: significance, fulfilment, and spirituality. These intense psychophysiological experiences include joy, wonder, awe, and ecstasy, and in self-actualized people they are thought to be more common. These peak experiences are thought to produce invigorating feelings such as inspiration, physical and mental vitality, and a renewed sense of perspective.

Level of academic performance of primary pupils.

The level of academic performance of primary pupils can vary widely depending on many factors, such as the quality of their education, their socioeconomic background, their home environment, and their individual abilities and interests.

In general, primary pupils are typically expected to develop a strong foundation in reading, writing, and mathematics during their early years of education. This includes developing phonics skills, reading comprehension, basic writing skills, and basic mathematics skills such as addition, subtraction, multiplication, and division.

Assessments such as standardized tests, teacher observations, and classroom performance can provide information on a primary pupil's academic performance. It is important to note that these assessments should be used as tools to identify areas where

a pupil may need additional support or intervention, rather than as the sole measure of a pupil's academic abilities.

Overall, primary education is an important time for developing key academic skills and laying the foundation for future success in education and beyond. Levels are based on predetermined score ranges. The score ranges for each content area were set using a process in which Wisconsin educators were brought together at a Standard Setting to carefully consider the academic standards, performance level descriptors, and test questions. Performance level categories are defined as:

- **Advanced:** Pupils demonstrates thorough understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
- **Proficient:** Pupils demonstrates adequate understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
- **Basic:** pupils demonstrate partial understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content readiness.
- **Below Basic:** pupils demonstrate minimal understanding of and ability to apply the knowledge and skills for their grade level that are associated with college

content-readiness. Pupils who scored in the Proficient or Advanced performance level were meeting grade-level expectations at the time of testing. Pupils who scored in the Basic or Below Basic Performance level were performing below grade-level expectations at the time of testing. The Forward Exam is one measure of pupils achievement and should be used in conjunction with multiple measures such as locally administered interim and formative assessment data, classroom observations, and pupils grades to gauge pupils learning.

Relationships between Level of Attainment of Physiological Needs and Level of Academic Performance of Primary Pupils.

The study shows that there is a significant relationship between psychological needs and academic performance. This indicates that psychological needs have effect on academic achievement. Therefore, it implies that when psychological needs increases, so does academic performance. The result of this study indicates that there is a significant positive correlation between the dimensions of psychological needs which are environmental mastery, personal growth, positive relationship with others, personal goals and self-acceptance with academic performance.

Hence, it highlights the importance of psychological needs; because if pupils' psychological needs are good and prosperous, they can function more effectively and this might influence their academic performance. Pupils with low psychological well-being may cause unhappiness; dissatisfaction in life and low self-esteem which will

brings the implication of them facing higher level of pressure. This situation might disturb their academic performance. This study which also proved that there is a positive relationship among pupils whom received social assistance to adjust themselves in school which related to academic adjustment, social adjustment, personal and emotional adjustment, involvement in primary school and academic performance.

Relationship between Level of Attainment of Physiological Needs and Level of Academic Performance of Primary Pupils Based on Location.

Pupils' educational activities at home are based on the physical environment of their home. Home facilities of pupils enable and restrain them in practicing educational activities at home. Class preparation and practice at home are fundamental for pupils, as a pupil spends only five and six hours at school and the remaining time is spent at home which needs to be utilized properly. The proper utilization of home time of pupils means provision of educational environment at home, which plays a dominant role in improving the educational performances of pupils. The establishment of Parents' Teacher Councils/ Associations at school is an important step toward increased parent's involvement in the educational performance. It is certain that the home environment has influence on the educational performances of pupils. The power of imitation enables the pupils to learn from their parents and elders. Parents watching TV, having lunch, dinner and breakfast and other activities at home provide numerous learning opportunities for pupils from parents and other family members.

It accepted that positive home environment is the importantt indicator of pupil's achievements in their academics. They further added that teaching learning process carried out at school is incomplete without the support of home environment. The relationship between the level of attainment of physiological needs and the level of academic performance of primary pupils can vary based on location. While physiological needs, such as food, water, sleep, and safety, are fundamental for overall well-being and can impact academic performance, the specific relationship can be influenced by various factors, including socio-economic conditions, cultural differences, and educational resources.

In areas where there are high levels of poverty and limited access to basic necessities, such as nutritious food, clean water, and adequate shelter, the level of attainment of physiological needs may be compromised. This can negatively affect a child's physical and mental health, leading to difficulties in concentrating, learning, and achieving academic success.

Moreover, safety concerns in certain locations, such as high crime rates or unstable living conditions, can create stressful environments for students. When students are constantly worried about their safety or facing unstable living situations, it can hinder their ability to focus on their studies and perform well academically.

However, it's important to note that the relationship between physiological needs and academic performance is complex and multifaceted. While a lack of basic needs can have negative effects, other factors such as access to quality education, supportive learning environments, effective teaching practices, and parental involvement also play significant roles in determining academic performance.

Additionally, cultural differences and educational resources available in different locations can influence the relationship. Cultural factors such as attitudes towards education, family support systems, and community expectations can impact the level of emphasis placed on academic achievement. Educational resources, including well-equipped schools, qualified teachers, and educational materials, can also contribute to a student's academic performance. Therefore, while there may be a general correlation between the level of attainment of physiological needs and academic performance, it is important to consider the specific context and various factors that influence the relationship in different locations. Addressing physiological needs alone may not be sufficient to ensure academic success; a comprehensive approach that considers both the physiological and educational needs of students is necessary for optimal outcomes. The level of academic performance of primary pupils can vary based on various factors, including location. However, it's important to note that academic performance is influenced by a multitude of factors, and location alone does not solely determine a

student's performance. Factors such as socioeconomic status, quality of education, family support, teaching methods, and individual student characteristics also play significant roles.

That being said, certain patterns and trends may exist in academic performance based on location due to differences in educational resources and opportunities. Here are some general observations:

- 1. Urban Areas:** Primary pupils in urban areas often have better access to educational resources, including well-equipped schools, libraries, and extracurricular activities. They may have more exposure to diverse cultures, experiences, and educational opportunities, which can positively impact their academic performance.
- 2. Suburban Areas:** Suburban areas typically have a mix of advantages and disadvantages. The quality of education can vary depending on the specific school district. Suburban schools often have more resources compared to rural areas but may not match the level of resources available in urban areas. Overall, academic performance in suburban areas can be relatively high due to a combination of available resources and community support.
- 3. Rural Areas:** Rural areas may face challenges related to limited resources, including a shortage of qualified teachers, outdated infrastructure, and reduced access to extracurricular activities. These factors can sometimes have a negative impact on

the academic performance of primary pupils in rural locations. However, it's important to note that there are many successful students and excellent schools in rural areas as well.

It's crucial to approach these observations as general trends, as there are significant variations within each location type. Academic performance is highly individualized and can be influenced by a range of factors beyond location, such as student motivation, parental involvement, and the quality of teaching. Additionally, educational policies and initiatives can also influence academic performance across different locations.

Relationship between Level of Attainment of Physiological Needs and Level of Academic Performance of Primary Pupils based on Parents Educational Background

Parents are considered as the first teachers of the children education. This implies that parental level of education influences pupils' academic performance. Pupils whose parents have low quality education has lower Performance scores in contrast to pupils whose parents have a high education background. This ascribed to the fact that educated parents provide psychological, economical, emotional and intellectual support to their children's education than those of illiterate parents. Similarly, pupils from educated parents may feel comfortable and adjust to learning processes which result in high academic performance. Parental involvements in education of children include:

providing a conducive home and environment, discussion with the child, role modelling, contact with school, participation in school activities and governments and helping with school homework. Pupils are likely to perform better in a conducive environment and home. Parents should show maximum care for their children inside and outside their homes, the less educated parents are not caring, have poor relationship with their children and consider that it's only teachers who have responsibility to guide and counsel pupils on discipline matters.

According to National Institutes of Health (2013), parental level of education significantly predicts pupil's educational performance and reduced behavioural outcome. Educated parents concentrate in raising children of academic self-perception, involve them in intellectual activities that necessitates positive attitude towards learning with minimal discipline outcome. Further, better educated parents spare adequate time with children on educational engagement. This implies that pupils whose parents are educated acquire and model social skills and problem-solving strategies conducive to their educational attainment. Therefore, pupils of educated parents exert more interest to learning, have enhanced positive beliefs, are more concerned with education adapts to more learning strategies than children of lower levels of learning. The parental level or background of education has affirmative significant association with learner's education goals and desires. The relationship between parent's level of education and

children's attainment, this study shows that there exist no significant differences between parental level of education and pupils' academic performance. Uneducated parents cannot help their children with homework assignments. Pupils' motivation at their educational attainment massively depends on parental level or background education.

Relationship between Level of Attainment of Physiological Needs and Level of Academic Performance of 'Primary Pupils Based on Family Socio-Economic Status

Education is the foundation upon which the human social, cultural, economic and political development of any country is founded on low-parental engagement socio-economic status lead to detrimental pupils' academic performance. The study further reveals that effective parental support and sound economic status can also result to effective pupils performance. The family background in relation to family size, structure, educational background and socio-economic status play a significant role in the foundation for children's development. Conducive learning environment such as adequate financial resources and time engagement enables pupils' educational performance and social integration.

Parental occupation and educational achievement has an impact on increased learning opportunities both at school and school. This implies that educated parents contribute to pupils education attainment through assistance with homework and provision of teaching and learning materials. In the same vein parents with higher

socio-economic income have high aspirations for their pupils' career and education advancement.

The relationship between the level of attainment of physiological needs and the level of academic performance of primary pupils are based on family socio-economic status.

Physiological needs refer to the basic biological requirements for survival, such as food, water, shelter, and sleep. When these needs are not adequately met, it can have a negative impact on a child's overall well-being, including their ability to concentrate, engage in learning activities, and perform academically. For example, a child who is consistently hungry or lacks a stable living environment may struggle to focus on their studies, leading to lower academic performance.

Family socio-economic status refers to the social and economic position of a family within society. It encompasses factors such as income, occupation, and education level. Socio-economic status can significantly influence a child's access to resources and opportunities that can support their educational development. For instance, families with higher socio-economic status may have better access to nutritious food, healthcare, educational materials, and a conducive learning environment, all of which can positively impact a child's physiological needs and academic performance.

Research studies have shown that there is often a correlation between higher socio-economic status and better academic performance. Children from more affluent families generally have greater access to resources, such as quality education, tutoring, extracurricular activities, and a supportive home environment, which can contribute to higher academic achievement.

However, it is important to note that the relationship between physiological needs, socio-economic status, and academic performance is complex and multifaceted. While socio-economic factors can have a significant impact, they do not solely determine a child's academic success. Other factors, such as individual abilities, motivation, parental involvement, school quality, and teaching effectiveness, also play crucial roles. Moreover, it is essential to consider that socio-economic status is not a fixed characteristic and can change over time. Families with lower socio-economic status can still provide supportive environments and opportunities for their children to excel academically through various means, such as accessing community resources, scholarships, and government programs.

In conclusion, while there is a general correlation between the level of attainment of physiological needs, family socio-economic status, and academic performance, it is important to recognize that multiple factors influence a child's educational outcomes. Addressing the physiological needs of primary pupils and providing equal educational

opportunities for all students, regardless of socio-economic background, is crucial for promoting academic success and reducing educational disparities.

Summary of Reviewed Literature

The literature reviewed in this section presented empirical evidence to suggest the role that physiological needs plays in academic performance. Content analysis of various studies has justified an enquiry into the exact nature of intervention that the various process in the current study employ in influencing academic performance.

Parents are considered as the first teachers of their children education. This implies that parental level of education influences children academic attainment. Children whose parents have low education attain lower test scores in contrast to pupils whose parents have a high education level. This might be attributed to the fact that educated parents provide psychological, economical, emotional and intellectual support to their children's education than those of illiterate parents. Similarly, children from of educated parents may feel comfortable and adjust to learning process which results in high academic performance.

CHAPTER THREE

METHODOLOGY

This chapter describes the methodology of the study under the following sub headings:

- Research Design
- Population of study
- Sample and Sampling Technique
- Instrument of Data Collection
- Validity of the Instrument
- Reliability of Instrument
- Administration of the Instrument
- Method of Data Analysis

Research Design

This study was a descriptive survey research which adopted the correlational research design. It was a descriptive survey because it enabled the researcher to collect factual information from a sample of the specified population. It was correlational because the researcher correlated Attainment of Physiological needs and Academic Performance of Primary School Pupils in Owan West Local Government Area.

Population of Study

The population of the study comprised of all the public lower primary parents in Owan West Local Government Area of Edo state.

Sample and Sampling Technique

100 parents formed the sample of the study. They were selected through convenience sampling technique

Instrument of Data Collection

The instrument for data collection was a self-designed questionnaire titled physiological needs and academic performance of pupils' questionnaire (PNAPPQ)

It is made up of three sections. Section A elicited information on demographic data of the pupils Section B sought to find out physiological needs of pupils in primary school. Section C was meant to find out Academic performance of pupils in primary schools.

Validity of the Instrument

To determine the face and content validity of the Instrument, the expert judgement approach was adopted. In this regard, the specimen of the draft copy of the questionnaire was given to the supervisor and another lecturer that is an expert in Measurement and Evaluation. They effected necessary corrections and suggestions. The final Instrument was constructed with compliance to their advice.

Reliability of Instrument

The questionnaire was administered to 20 parents who were excluded from the main body of respondents used for this study. The internal consistency was determined using Cronbach's Alpha method. The alpha level of 0.880 was gotten on the instrument. The reliability value showed that the instrument was reliable for this study.

Administration of the Instrument

The researcher personally visited the schools and requested the teachers to assist in handing over the questionnaires to the parents.

The questionnaires were collected on a later date as agreed by the researcher and the teachers.

Method of Data Analysis

Data collected were analysed using percentage, mean and Pearson Product Moment Correlation Coefficient and the Fisher Z test.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

Data Analysis

This chapter deals with the presentation and analysis of results obtained through the questionnaire.

Research Question One

What is the level of attainment of physiological needs of primary school pupils in Owan West LGA of Edo state?

Table 1: The Level of Attainment of Physiological Needs of Primary School Pupils in Owan West LGA of Edo State

	Mean	Standard deviation	Remarks
Air			
The house is airy	3.35	1.03	To some extent
There is air conditioner to provide cool air	3.65	0.60	To a large extent
There is fan to blow off hot air	3.78	0.55	To a large extent
There is constant electricity in the house	3.55	0.89	To a large extent
Cluster	14.33	2.51	
Food			
Pupils (children) eat at least 3 times a day	3.57	0.50	To a large extent
Mother/father supervises the feeding	3.57	0.50	To a large extent
Balanced diet is ensured in the food	3.57	0.50	To a large extent

Fruits and vegetables are provided for the children	3.57	0.50	To a large extent
Cluster	14.29	2.00	
Water			
The house has treated borehole water	3.35	0.91	To some extent
Shelter			
The home has roof	3.57	0.50	To a large extent
The home has ceiling	3.57	0.50	To a large extent
Cluster	7.14	1.00	
Clothing			
The children have different clothes for hot and cold seasons	3.35	0.91	To some extent
Love			
Parents interact with the pupils	3.76	0.43	To a large extent
Pupils are encouraged to speak out to the parents	3.41	0.96	To some extent
Cluster	7.16	1.26	
Sleep			
Pupils have rest after school	3.63	0.67	To a large extent
Pupils go to bed before 10:00pm at home	3.65	0.63	To a large extent
Cluster	7.29	1.17	
Grand mean	56.59	7.77	

Table 1 shows that the respondents agreed that air, food, shelter, love, and sleep were to a large extent provided, while water and clothing were to some extent provided.

The grand mean of 56.59 and standard deviation of 7.77 was an indication that the level of attainment of physiological needs of primary school pupils in Owan West LGA of Edo state was high.

Research Question Two

What is the level of academic performance of primary school pupils in Owan West LGA of Edo state?

Table 2: The Level of Academic Performance of Primary School Pupils in Owan West LGA of Edo State

Subjects	Total	Mean	Remarks
Mathematics	1749	67.27	Moderate
English Language	1897	72.96	High
Basic Science	1844	70.92	High
Social Studies	1952	75.08	High
Home Economics	1957	75.27	High
Civic Education	2064	79.38	High
Religious Knowledge	2066	79.46	High
Agricultural Science	1814	69.77	Moderate
Total	15343	73.76	High

Table 2 shows that the level of academic performance of primary school pupils in Owan West Local Government Area in English Language, Basic Science, Social Studies, Home Economics, Civic Education, and Religious Knowledge was high. However, their performance in Mathematics and Agricultural Science was moderate. Therefore, the level of academic performance of primary school pupils in Owan West LGA of Edo State was high.

Hypotheses 1: There is no significant relationship between the level of attainment of pupils' physiological needs and academic performance of Primary School Pupils in Owan West Local Government Edo State.

Table 3: Pearson r of the Relationship between the Level of Attainment of Pupils' Physiological Needs and Academic Performance of Primary School Pupils in Owan West Local Government, Edo State.

Variable	N	Pearson r	p-value	Remark
Academic Performance	50	0.452	0.001	Significant
Pupils' Physiological Needs	50			

Table 3 shows a Pearson r value of 0.452 and a p-value of 0.001. Testing at 0.05 alpha level of significant, the p-value is less than the alpha level. Therefore, the null hypothesis which states that there is no significant relationship between the level of attainment of pupils' physiological needs and academic performance of Primary School

Pupils in Owan West Local Government Edo State is rejected. Consequently, there is a significant relationship between the level of attainment of pupils' physiological needs and academic performance of Primary School Pupils in Owan West Local Government Edo State. Attainment of pupils' physiological needs accounted for about 20.4% of the total variance of academic performance of Primary School Pupils in Owan West Local Government Edo State.

Hypotheses 2: There is no significant difference in the relationship between the level of attainment of physiological needs and the level of academic performance of primary school pupils in Owan West Local Government of Edo State based on location.

Table 4: Fisher Z of the Difference in the Relationship Between the Level of Attainment of Physiological Needs and the Level of Academic Performance of Primary School Pupils in Owan West Local Government of Edo State Based on Location

School Location	N	Pearson r	Z _r	Z	Z _{Critical}	Remarks
Urban	39	0.518	0.574	0.863	± 1.96	Not significant
Rural	11	0.232	0.236			

Table 4 shows a Z calculated value of 0.863 and a Z critical value of ± 1.96 (two tailed). Since the Z calculated is less than the Z critical value, the null hypothesis which

sates that there is no significant difference in the relationship between the level of attainment of physiological needs and the level of academic performance of primary school pupils in Owan West Local Government of Edo State based on location is retained. This implies that the level of attainment of pupils' physiological needs affects both rural and urban academic performance in about the same way.

Hypotheses 3: There is no significant difference in relationship between attainment of pupils' physiological needs and academic performance of primary school pupils based on parents' educational background.

Table 5: Fisher Z of the Difference in the Relationship Between the Level of Attainment of Physiological Needs and the Level of Academic Performance of Primary School Pupils in Owan West Local Government of Edo State Based on Parents' Educational Background

Parents' Educational Background	N	Pearson r	Z _r	Z	Z _{Critical}	Remarks
Less than Bachelor's Degree	30	0.579	0.661	1.241	±1.96	Not significant
Bachelor and Higher Degrees	20	0.270	0.264			

Table 5 shows a Z calculated value of 1.241 and a Z critical value of **±1.96** (two tailed). Since the Z calculated is less than the Z critical value, the null hypothesis which

states that there is no significant difference in the relationship between the level of attainment of physiological needs and the level of academic performance of primary school pupils in Owan West Local Government of Edo State based on parents' educational background is retained. This implies that the level of attainment of pupils' physiological needs affects both pupils whose parents have less than bachelor's degree and those with bachelor and higher degrees academic performance in about the same way.

Hypotheses 4: There is no significant difference in relationship between attainment of pupil's physiological needs and academic performance of primary school pupils based on socio-economic status of the family.

Table 6: Fisher Z of the Difference in the Relationship Between the Level of Attainment of Physiological Needs and the Level of Academic Performance of Primary School Pupils in Owan West Local Government of Edo State Based on Socio-Economic Status of the Family

Parents' Educational Background	N	Pearson r	Z _r	Z	Z _{Critical}	Remarks
Less than 10 Million Naira	35	0.401	0.425	0.186	± 1.96	Not significant
10 Million Naira and Above	15	0.347	0.362			

Table 6 shows a Z calculated value of 0.186 and a Z critical value of ± 1.96 (two tailed). Since the Z calculated is less than the Z critical value, the null hypothesis which states that there is no significant difference in the relationship between the level of attainment of physiological needs and the level of academic performance of primary school pupils in Owan West Local Government of Edo State based socio-economic status of the family is retained. This implies that the level of attainment of pupils' physiological needs affects both pupils whose parents have less than ten million naira annually and those with ten million naira and above academic performance in about the same way.

Discussion of Findings

The discussion of findings was done under the following subheadings.

1. Level of attainment of physiological needs of primary school pupils.
2. The level of academic performance of primary school pupils.
3. Relationship between the level of attainment of pupils physiological needs and academic performance of primary school pupils.

4. Relationship between the level of attainment of physiological needs and the level of academic performance of primary school pupils in Owan West Local Government Area based on location.
5. Relationship between the level of attainment of physiological needs and the level of academic performance of primary school pupils in Owan West Local Government of Edo State based on parent's educational background.
6. Relationship between the level of attainment of physiological needs and the level of academic performance of primary school pupils in Owan West Local Government Area of Edo State based on Socio-economic status of the family.

Research question one sought to find out the level of attainment of physiological needs of primary school pupils in Owan West LGA. The result shows that it was high. This result is not surprising because Edo State is regarded as an educationally advanced state. The parents are enlightened and so they know the Importance of air, food, shelter, love and sleep. However some Physiological needs were low. some homes do not have enough rooms that can contain the family, In the case were more than 6 persons live in one room which is capable of preventing ventilation from entering the house, Unlike, when two persons live in one room a lot of space will be available and allowing air to pass through. In the provision of treated BOREHOLE water it was discovered that it

was very low. Most parents do not have money to pay for the treatment of borehole water because of the Socio-Economic background of the family. The result also showed that children's who have different clothes for hot and cold seasons were few, it is necessary that Pupils have different clothes for hot and cold seasons for their safety. Only few could acquire theirs while some don't have because their parents could not afford money to buy for their children. Pupils encourage to speak out to the parents were very low. it is true that some parents are being strict on their children and give corporal punishment to them whenever they do something wrong at home, this has scared the children from interacting and discussing important matters with their parents at home. In addition, Edo State is regarded as one of those that are not in the poverty level.

Research question two sought to find out the level of academic performance of primary school pupils in Owan West LGA. The result showed that the level of academic performance of primary school pupils in Owan West LGA was below 70% in the following subjects; Mathematics and Agricultural science. Pupil's low performance in mathematics could be as a result of lack of parental guidance. Most of the parents do not give attention to their children at home, they solely rely on the teacher and neglected their part, forgetting the home plays a major role in the life of young children, this led to one of the reason for pupils scoring below 70% in Mathematics. Pupils who

scored below 70% in the Agricultural science was because the school doesn't have enough land to farm, therefore, they could not learn the practicals and carry out some experimental functions which results to the low Academic performance of Pupils scoring below 70% in Agricultural science.

The level of academic performance of primary pupils can vary widely depending on various factors such as individual abilities, teaching quality, school resources, and socioeconomic background. It's important to note that academic performance is a complex and multifaceted concept that encompasses various subjects, skills, and assessments. In general, primary pupils are typically introduced to foundational subjects such as mathematics, English language, Basic science, Home economics, Civic Education, Religious knowledge, agricultural science and social studies. They are expected to acquire basic knowledge and skills in these areas, which serve as building blocks for their future academic endeavors.

The academic performance of primary pupils is often assessed through various methods, including standardized tests, classroom assessments, assignments, and teacher evaluations. These assessments evaluate a range of skills, including knowledge retention, critical thinking, problem-solving, and communication. According to National Institutes of Health (2013), parental level of education significantly predicts pupils' educational performance and reduced behavioural outcome. Educated parents

concentrate in raising children of academic self-perception, involve them in intellectual activities that necessitate positive attitude towards learning with minimal discipline outcome. Further, better educated parents spare adequate time with children on educational engagement. This implies that pupils whose parents are educated acquire and model social skills and problem-solving strategies conducive to their educational attainment. Therefore, pupils of educated parents exert more interest to learning, have enhanced positive beliefs, are more concerned with education adapts to more learning strategies than children of lower levels of learning. Kunje (2009) concluded that parental level of education has a positively significant association with learners education aspirations. The relationship between parents level of education and childrens attainment, The study revealed that there exist no significant differences between parental level of education and pupils academic performance. Illiterate parents cannot help their children with homework assignments. Pupils' motivation at their educational attainment largely depends on parental level of education. However, it's essential to recognize that academic performance is not solely determined by test scores or grades. Primary education also emphasizes the development of social and emotional skills, creativity, and physical well-being. Thus, a comprehensive evaluation of a primary pupil's academic performance should consider a holistic approach that encompasses various aspects of their learning and development.

It's also worth noting that academic performance can vary greatly among primary pupils due to individual differences in learning styles, motivation, and support systems. Some pupils may excel in certain subjects while facing challenges in others. Providing a supportive and inclusive learning environment that caters to individual needs and encourages growth is crucial for fostering positive academic performance among primary pupils.

The uniqueness of attainment of physiological needs lies in their universal nature and their fundamental role in sustaining human life. Regardless of location, parent's educational background social and social economic status of the family, all individuals share these basic needs. Meeting these needs is crucial for survival and forms the foundation upon which higher-level needs, such as social and self-actualization needs can be fulfilled. However, it's worth noting that the specific expression and fulfilment of these needs may vary across different cultures and societies.

Hypothesis One tried to find out that if there is any significant relationship between the level of attainment of pupils physiological needs and academic performance of primary school pupils in Owan West Local Government Edo State. The result of the analysis and interpretation explain that there is a significant relationship between the level of attainment of pupils' physiological needs and academic performance of primary school pupils in Owan West Local Government Area. Table 3

shows a person r value of 0.452 and a p -value of 0.001. Testing at 0.05 alpha level of significant, the p -value is less than the alpha level. This result of this study shows that there is a significant relationship between the level of attainment of pupils physiological needs and academic performance of primary school pupils in Owan West LGA.

According to Maslow (1943). Human behaviour is motivated by the degree of attainment of their physiological needs. Pupils in Owan West Local Government Area has their physiological needs met to some extent because no parents would like to watch their children suffering or hungry and also will do their possible best to make sure their own children perform high academically. No wonder parents spend their hard earn money to make sure that they cater for their children physiological needs. During the course of administering the questionnaires to parents of Primary school pupils in Owan West Local Government Area, the parents of this children in the rural and urban areas were very happy and satisfied.

Hypothesis two sought to find out if there is any significant difference in the relationship between the level of attainment of physiological needs and the level of academic performance of primary school pupils in Owan West Local Government of Edo State based on location. The result showed that there is no significant difference in the relationship between the level of attainment of physiological needs and the level of

academic performance based on location. This implies that the level of attainment of pupil's physiological needs affects both rural and urban academic performance in about the same way. It show that the attainment of physiological needs and academic performance of primary school pupils in Owan West Local Government both the rural and urban area are available. Bowles and Gintis (1976) offer a widely accepted framework for understanding the role that society and schools play in the education of different groups. Most parents are relocating from the rural areas to the urban areas mainly because of the attainment of physiological needs and academic performance of their children, so that their children can have easy access to schools in the urban areas by enrolling them. During the course of administering the questionnaires to parents of Primary school pupils in Owan West Local Government Area, the Pupils in the rural areas that attend schools in the Urban areas which requires daily transport over a long distance just to get to the school tend to get physically tired early in the morning and will not have time to relax properly before the lesson for the day begins.

Hypothesis three sought to find out if there is any significant difference in the relationship between the level of attainment of physiological needs and the level of academic performance of primary school pupils in Owan West Local Government Area of Edo State based on parent's educational background. The result showed that there is no significant difference in the relationship between the level of attainment of physiological needs and the level of academic performance of primary school pupils

based on parent's educational background. This result implies that the level of attainment of pupils physiological needs and the level of academic performance of primary school pupils affects both pupils whose parents have less than bachelor's degree and those whose parents has bachelor and higher degree in about the same way.

Ordinarily, Parent's educational background refers to the level of Education attain by the parents which can impact their ability to support their child's educational development, pupils parents bachelor and higher degrees academic performance tends to often have more knowledge and resources to support their child's learning, such as providing their physiological needs and improving academic performance than pupils whose parents have less than bachelor's degree. According to Bogden (2000) schools have a critical role in helping students learn and practice healthy eating habits, and in providing the knowledge, motivation, and skills children need for lifelong physical activity.

Overall, the result that the level of attainment of physiological needs affect both the Pupils whose parents have less than bachelor's degree and those with bachelor and higher degrees academic performance about the same way.

Hypothesis four sought to find out if there is any significant difference in the relationship between the level of attainment of pupil's physiological needs and the level

of academic performance of primary school pupils in Owan West Local Government Area of Edo State based on Socio-economic status of the family. This hypothesis is retained. Generally, all parents irrespective of the Socio-economic status of the family, will always want their children to grow healthily and safely, they definitely want their children to be better than they are as their parents do. (Duke, 2000), hence lower academic outcomes fails to acknowledge an equally important observation that in such areas of deprivation, some students have risen to high levels of academic prominence. This implies that beyond material starvation, the satiation of the physiological needs of food, clean drinking water, clean air and adequate sleep played an important intervening role in determining academic performance of pupils.

The result of this study means that there is no significant difference in the relationship between the level of attainment of physiological needs and the level of academic performance of primary school pupils in Owan West Local Government of Edo State based on socio-economic status of the family. This implies that the level of attainment of pupils physiological needs affects both pupils whose parents have less than ten million naira annually and those with ten million naira and above academic performance the same way.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

This study investigated the attainment of pupils' physiological needs and academic performance of primary pupils in Owan West LGA. The attainment of pupils' physiological needs and academic performance of primary pupils based on location, parent's educational background and Socio-Economic Status of the family were also areas of interest in the study. Six research questions were raised. Two were answered while four were formulated into hypotheses and tested at 0.05 level of significance

Research Questions

1. What is the level of attainment of physiological needs of primary school pupils in Owan West Local Government Area of Edo State?
2. What is the level of academic performance of primary school pupils in Owan west local government of Edo State?

Hypotheses

1. There is no significant relationship between the level of attainment of pupils' physiological needs and academic performance of Primary School Pupils in Owan West Local Government Edo State.

2. There is no significant difference in the relationship between the level of attainment of physiological needs and the level of academic performance of primary school pupils in Owan West Local Government of Edo State based on location.
3. There is no significant difference in relationship between attainment of pupils' physiological needs and academic performance of primary school pupils based on parents' educational background.
4. There is no significant difference in relationship between attainment of pupil's physiological needs and academic performance of primary school pupils based on socio-economic status of the family.

The study was a Descriptive survey research which adopted the correlation research design

A total of 100 respondents who are [parents of the pupils in public schools were used for the study. They were selected through convenience sampling technique. The researcher used questionnaire as the instrument for the data collection. Data collected were analyze using mean score, standard deviation, simple percentage Pearson Product Moment Correlation Coefficient and the Fisher Z test

The following findings were made:-

1. The level of attainment of physiological needs of primary school pupils in Owan West LGA of Edo State was high.
2. The level of academic performance of Primary school pupils in Owan West LGA of Edo State was high.
3. There is a significant relationship between the level of attainment of physiological needs and academic performance of primary school pupils.
4. There is no significant difference in the relationship between the level of attainment of physiological needs and the level of academic performance of primary school pupils in Owan West Local Government of Edo State based on location.
5. There is no significant difference in the relationship between the level of attainment of physiological needs and the level of academic performance of primary school pupils in Owan West Local Government of Edo State based on parents' educational background is retained
2. 6, There is no significant difference in the relationship between the level of attainment of physiological needs and the level of academic performance of primary school pupils in Owan West Local Government of Edo State based socio-economic status of the family

Conclusion

From the findings of this work, it can be concluded that attainment of pupils' physiological needs and academic performance of primary school pupils in Owan West LGA. some of these physiological needs are high to a large extent while few are attained to some extent put It can also be concluded that there is no significant difference in the relationship between the level of attainment of physiological needs and the level of academic performance of primary school pupils in Owan West Local Government of Edo State based on location, parents educational background and socio-economic status of the family

Recommendations

Based on the findings, the following recommendations were made:

1. Government agencies and other non-profit organizations should consider taking up water and sanitation projects to the grassroots to ensure better learning outcomes from pupils.
2. Sleep as an influence on academic performance, it is recommended that pupil's should have at least 8 hours of sleep daily, as recommended by the World Health Organization. This should be communicated to parents so they can create the enabling environment to enable pupils have at least 8 hours of sleep a day.
3. Schools must provide a stimulating environment to ensure that all categories of pupils should be provided for with assorted learning materials'.

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APPENDIX 1

Institute of Education,
University of Benin,
Benin City,
Edo State.

11th May, 2023

Dear Sir/Ma,

I am a final year student of the above named institution and I am conducting a study on the topic "ATTAINMENT OF PHYSIOLOGICAL NEEDS AND ACADEMIC PERFORMANCE OF PRIMARY PUPILS IN OWAN WEST LOCAL GOVERNMENT AREA, EDO STATE". Please kindly fill this questionnaire as honestly as possible to assist me carry out the study effectively. Every information that you give will be treated with utmost confidentiality.

Thanks for your anticipated cooperation.

Yours faithfully,

Noble Imuzeze Oisemoje
Researcher

SECTION A: DEMOGRAPHIC DETAILS

Class: PRY 1 [] PRY 2 [] PRY3 []

1. **School Location:** Within local government area headquarters []
Outside the local government area headquarters []

2. Parents Educational

Background: NCE [] B.Sc./B.A/B.Ed. []
Masters. [] Ph.D. [] FSLC []
School Certificate [] No formal education []

3. **Family Income:** Less than 1 million Naira a year []
1 Million to 9.09 a year []
10 million and above a year []

SECTION B: ATTAINMENT OF PHYSIOLOGICAL NEEDS

	PHYSIOLOGICAL NEEDS	TO A LARGE EXTENT	TO SOME EXTENT	A BIT	NOT AT ALL
A	AIR				
1	The house is airy.				
2	There is air conditioner to provide cool air.				
3	There is fan to blow off hot air.				
4	There is constant electricity in the house.				
B	FOOD				
5	Pupils (children) eat at least 3 times a day.				
6	Mother/father supervises the feeding.				
7	Balanced diet is ensured in the food.				
8	Fruits and vegetables are provided for the children.				

C	WATER				
9	The house has treated borehole water.				

D	SHELTER				
10	The home has roof.				
11	The home has ceiling.				
E	CLOTHING				
12	The children have different clothes for hot and cold season.				
F	LOVE				
13	Parents interact with the pupils.				
14	Pupils are encouraged to speak out to the parents				
G	SLEEP				
15	Pupils have rest after school.				
16	Pupils go to bed before 10:00pm at home.				

SECTION C: PUPILS' PERFORMANCE:

Please indicate your child's scores in 2nd term of 2022/2023 session in the following subjects

1. Mathematics ()
2. English ()
3. Basic Science ()
4. Social Studies ()
5. Home Economics ()
6. Civic Education ()
7. Religious Studies ()
8. Agricultural Science ()

APPENDIX 2

Institute of Education,
University of Benin,
Benin City,
Edo State.

11th May, 2023

Dear Sir/Ma,

I am a final year student of the above named institution and I am conducting a study on the topic "ATTAINMENT OF PHYSIOLOGICAL NEEDS AND ACADEMIC PERFORMANCE OF PRIMARY PUPILS IN OWAN WEST LOCAL GOVERNMENT AREA, EDO STATE". Please kindly fill this questionnaire as honestly as possible to assist me carry out the study effectively. Every information that you give will be treated with utmost confidentiality.

Thanks for your anticipated cooperation.

Yours faithfully,

Noble Imuzeze Oiseomoje
Researcher

RELIABILITY

/VARIABLES=VAR00001 VAR00002 VAR00003 VAR00004 VAR00005
VAR00006 VAR00007 VAR00008 VAR00009

VAR00010 VAR00011 VAR00012 VAR00013 VAR00014 VAR00015 VAR00016

/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA.

Reliability

[DataSet0]

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.883	16

DESCRIPTIVES VARIABLES=VAR00004 VAR00005 VAR00006 VAR00007 AIR
VAR00009 VAR00010 VAR00011 VAR00012

FOOD WATER VAR00015 VAR00016 SHELTER CLOTHING VAR00019
VAR00020 LOVE VAR00022 VAR00023 SLEEP

PERFORMANCE

/STATISTICS=MEAN STDDEV.

Descriptives

[DataSet0]

Descriptive Statistics

	N	Mean	Std. Deviation
VAR00004	50	3.35	1.03
VAR00005	50	3.65	0.60
VAR00006	50	3.78	0.55
VAR00007	50	3.55	0.89
AIR	50	14.33	2.51
VAR00009	50	3.57	0.50
VAR00010	50	3.57	0.50
VAR00011	50	3.57	0.50
VAR00012	50	3.57	0.50
FOOD	50	14.29	2.00
WATER	50	3.10	1.12
VAR00015	50	3.57	0.50
VAR00016	50	3.57	0.50
SHELTER	50	7.14	1.00

CLOTHING	50	3.35	0.91
VAR00019	50	3.76	0.43
VAR00020	50	3.41	0.96
LOVE	50	7.16	1.26
VAR00022	50	3.63	0.67
VAR00023	50	3.65	0.63
SLEEP	50	7.29	1.17
PERFORMANC E	50	49.74	2.00
Valid N (listwise)	50		

Hypothesis One

Correlations

Correlations

		PERF	PHYSIO
PERF	Pearson Correlation	1	.452*
	Sig. (2-tailed)		.001
	N	50	50
PHYSIO	Pearson Correlation	.452*	1
	Sig. (2-tailed)	.001	
	N	50	50

*. Correlation is significant at the 0.05 level (2-tailed).

Hypothesis Two

Correlations

		UPA	RPA	UP	RP
UPA	Pearson Correlation	1	-.526	.518*	-.086
	Sig. (2-tailed)		.118	.001	.813
	N	39	11	39	11
RPA	Pearson Correlation	-.526	1	-.365	.232
	Sig. (2-tailed)	.118		.300	.519
	N	11	11	11	11
UP	Pearson Correlation	.518*	-.365	1	.550
	Sig. (2-tailed)	.001	.300		.099
	N	39	11	39	11
RP	Pearson Correlation	-.086	.232	.550	1
	Sig. (2-tailed)	.813	.519	.099	
	N	11	11	11	11

*. Correlation is significant at the 0.01 level (2-tailed).

Hypothesis Three

Correlations

		Correlations			
		LPA	HPA	LP	HP
LPA	Pearson Correlation	1	.011	.579*	.017
	Sig. (2-tailed)		.964	.001	.946
	N	30	20	30	20
HPA	Pearson Correlation	.011	1	.228	.270
	Sig. (2-tailed)	.964		.347	.264
	N	20	20	20	20
LP	Pearson Correlation	.579*	.228	1	.357
	Sig. (2-tailed)	.001	.347		.133
	N	30	20	30	20
HP	Pearson Correlation	.017	.270	.357	1
	Sig. (2-tailed)	.946	.264	.133	
	N	20	20	20	20

*. Correlation is significant at the 0.01 level (2-tailed).

Hypothesis Four

Correlations

		Correlations			
		LTPMA	MTMPA	LTMP	MTMP
LTPMA	Pearson Correlation	1	-.182	.401*	.124
	Sig. (2-tailed)		.532	.017	.672
	N	35	15	35	15
MTMP A	Pearson Correlation	-.182	1	-.139	.347
	Sig. (2-tailed)	.532		.635	.225
	N	15	15	15	15
LTMP	Pearson Correlation	.401*	-.139	1	-.141
	Sig. (2-tailed)	.017	.635		.630
	N	35	15	35	15
MTMP	Pearson Correlation	.124	.347	-.141	1
	Sig. (2-tailed)	.672	.225	.630	
	N	15	15	15	15

*. Correlation is significant at the 0.05 level (2-tailed).