

INFLUENCE OF FAMILY BACKGROUND ON THE ACADEMIC PERFORMANCE OF PRIMARY SCHOOL PUPILS IN ENUGU EAST LOCAL GOVERNMENT AREA OF ENUGU STATE, NIGERIA

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Abstract: This study examined the influence of family background on the academic performance of primary school pupils in Enugu East Local Government Area of Enugu State, Nigeria. The study was anchored on Abraham Maslow's Theory of Motivation. The study adopted a descriptive survey research design. Two specific objectives guided the study: To ascertain the extent to which parental educational background influences pupils' academic performance, and to find out the extent to which parental socio-economic status influences pupils' academic performance. The study targeted pupils, teachers, and parents. The sample size of the study was 337; 286 primary six pupils, 17 teachers and 34 parents from seventeen public primary schools. Simple random sampling technique was used to select the pupils' participants of the study, automatic inclusion was used for the teachers and convenient sampling technique was used for the parents. The study used focus group discussion schedule, questionnaire, and interview schedule to collect data. Mean and standard deviation were used to answer the research questions. The findings of the study revealed that parental socio-economic status highly influences pupils' academic performance. Also, that parental educational background influences pupils' academic performance to a very high extent. Based on the findings, it was recommended that the school management and teachers should help to sensitize the parents on the importance of the family on the pupils' holistic formation especially their academic performance.

Introduction

The primary school curricula give the pupil the opportunity to acquire sustainable knowledge, skills, values, and positive attitudes for the formation of the heart and the transformation of the society. The curricula form the basis of the pupil's holistic formation and school experience. When these curricula

correlate positively with the family background of the pupil, it is presumed that there would be enhancement in the pupil's academic performance. Academic performance is the extent to which a learner, teacher or institution has attained their short- or long-term educational goals. According to Linus (2015), academic performance involves factors such as the

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intellectual level, personality, motivation, skills, interests, study habits, self-esteem or the teacher-student relationship. These factors can be fully achieved in the pupil's life when there is cooperation between the positive life at home and in school.

The family is the first unit in the socialisation process of the child. Therefore, its influence on the child, specifically, parental socio-economic and educational background cannot be over emphasized. The family is of great importance and very significant to the development of a child. According to Adewumi, Olojo, and Falemu (2012), childhood could be likening to a letter stamped in the bawl of a young tree which grows, and later enlarges into an integral part of the whole. Rightful beginning makes the most important part of every child's upbringing or education. The contribution of the parents to the training of the pupil determines how successful he or she will be in life.

The family is an institution as well as an agent of socialization responsible for determining the pupil's attitude towards intellectual, religious, character and moral upbringing. According to Aliyu (2016), the family lays the fundamentals of moral and religious upbringing of the child, and in a way dictates how he relates with others regarding the idea of right and wrong, good and bad. In the same vein, Mpiluka (2014) expressed that family background has been of great significance in ascertaining the academic performance of a child in schools all over the world. Mainly because academic performance often time is motivated by the type of people the child interacts with in their early stages in life from their homes. Muola (2010), observed that family background could be likening to all the conditions and circumstances within the family which influences the child physically, intellectually and emotionally as he grows up. Muola then defined family background as all the conditions and circumstances in the family which influence the child's physical, Intellectual, and emotional wellbeing.

The state of a pupil's family arguably determines his academic performance.

Family background includes variables such as parental educational background, and parental socio-economic status. All these factors influence the pupil. The influence of the parental academic background on a pupil's academic performance for example, cannot be over highlighted. It has been observed that the academic performance of a pupil who was brought up by educated parents cannot be equated with the one whose parents are not educated. Educated parents look into their children's school books; assist them in doing their home works and assignments. They also help to supervise their school performance and help the teacher with the child's assessment. This would help the child to perform better in school. On the other hand, a child whose parents are not educated may find academic activities difficult because the parents' inability to help the child with his assignments and assessment may have negative influence in his academic performance. This type of parent does everything for the child and this is not helping the child as the child is not getting extra attention from his parents at home. It has been observed that the child that comes from such uneducated family always come to school with his assignments undone.

Education is a lifelong activity in which a child starts acquiring from his home. A child's parent is the first teacher the child will ever have from the home because informal education starts from home. Whatever the child learns from home will determine to a greater extent how far the child will go with formal education at higher level. Academic performance in primary education is paramount to further levels of education since primary education is the bedrock for other levels of education. Therefore, it is crucial to examine the extent at which family background influences academic performance of pupils at early stage.

Parents' ability to participate in their children's academic activities such as getting involved in their

home assignments, and supervising the child's school work have both direct and indirect influence on the child's academic performance. Parents who are involved in their children's academic work always ensure better performance for their children (Gustafsson, Hansen & Rosen, 2011). In the same vein, Ahmad and Naeema (2013), stated that a parent with an educational background would be in good position to be the second teacher to his child. Parents who also have good educational background know the need for proper provision of learning materials for their wards. Another family background related factor that influences the academic performance of pupils is the parental socio-economic status. The school children whose parents are financially stable can perform more effectively in their academic work than those that their parents cannot afford even the basic things a child should have in the school. According to Ojo and Yilma (2010), socio-economic status of a family is capable of affecting pupil's behaviour and to some extent determines their aspiration in life. They further opined that families having worthy socio-economic status often have more resources in sending their children to school. The financially stable families have better opportunities in terms of parents being able to make proper provisions for their children's academic needs, such as provision of their books and other learning materials as well as engaging them in various private learning activities in the house after school. They also have access to good quality information about their children's wellbeing, as well as their social, emotional and mental development both in school and at home. Such parents though may be uneducated, may employ a caregiver who is educated enough to help the child with his academic works. Although, Ojo and Yilma further revealed that parental socio-economic status such as family income level are among some of the major challenges parents are faced with in the family when it comes to providing best possible care and education for their children. Accordingly, Stull (2013)

opined that a child with high academic performance is well motivated by his family, while low achievers are deprived of such motivation due to poor family background. It is against this background that the present study examined the influence of family background on the academic performance of primary school pupils in Enugu East Local Government Area of Enugu State, Nigeria.

Statement of the Problem

Pupils' academic performance constitute a great source of worry and serious concern to parents, school managers, and educational policy makers. It has been observed that some parents encourage their wards academically, while others do not. This is arguably as a result of their educational background and socio-economic status. Some parents motivate their wards academically by promptly paying their school fees, providing them with educational materials, and helping them with their assignments, while some do not. In this context, one wonders the role family background plays on the academic performance of these pupils. It is against this backdrop therefore, that this study examined the extent family background influences the academic performance of primary school pupils in Enugu East Local Government Area of Enugu State, Nigeria.

Research Questions

The following research questions guided the study:

1. To what extent does parental educational background influence pupils' academic performance?
2. To what extent does parental socio-economic status influence pupils' academic performance?

Significance of the Study

The study had both theoretical and practical significance. The findings of this study validated Abraham Maslow's theory of Motivation of 1970. The study was anchored on this theory and established that people are motivated when their needs are met. The

findings of the study suggested that parental educational background and socio-economic status motivate learners to perform well academically. Practically, the findings of this study when disseminated will be of great help to the parents, teachers, pupils, and other researchers. This study will help parents to establish that various factors are responsible for learners' academic performance. That family background is an important variable with regard to learners' academic performance. For the teacher, the findings of the study will enable them to understand how best to teach the learner bearing in mind their family background. The findings of the study will enable the learner to appreciate their family background and work hard towards their academic goal. Lastly, the findings of the current study will be beneficial to other researchers who would be equipped with knowledge and literature of this study for their further research.

Scope and Delimitations of the Study

The study was delimited to public primary schools in Enugu East Local Government Area of Enugu State Nigeria. The study covered the influence of parental educational background on the academic performance of pupils, and the influence of parental socio-economic status on the academic performance of pupils. The study focused on primary six pupils, their teachers and parents.

Theoretical Framework

This study was anchored on Abraham Maslow's Motivational Theory of 1970. According to Maslow, motivation is constant and never ending, fluctuating and complex. He asserted that man always has needs to satisfy. These needs, according to him are arranged in a hierarchical order starting from the basic or lower order needs to higher order needs. However, people who have difficulty achieving very basic physiological needs (such as food, shelter, etc.) are not capable of meeting higher growth needs.

Maslow looks at the complete physical, emotional, social, and intellectual qualities of an individual and how they impact on learning. The theory is crucial at home and in school. One of the major problems confronting teachers and parents is that of motivating learners to perform assigned tasks to meet or even excel predetermined standards. Motivation energizes and sustains behaviour. It also regulates behaviour and even enhances selective behaviour.

Relating this theory to the current study, it is worthy to note that if a learner is motivated at home, they perform better at school. A learner under motivated condition exhibits purposeful behaviour aimed at achieving the set goals. The pupils are motivated to learn by their satisfaction of needs like physiological: Shelter, food, water, rest etc. Safety: materials love and belonging. The satisfaction of these needs leads to the quest to satisfy higher ones which are self-esteem and self-actualization needs; hence, enhanced academic performance.

Related Empirical Studies

Education is a lifelong activity in which a child starts acquiring from his home. A child's Parent is the first teacher the child will ever have from the home because informal education starts from home. Whatever the child learns from home will determine to a greater extent how far the child will go with formal education of higher level. On parental educational level and pupils' academic performance, Bakar, Ibrahim and Mudassir (2017) examined the influence of parental education on the academic performance of secondary school students in kuala Terengganu. The study adopted descriptive survey research design. The researchers used stratified random sampling to select 200 students for the study. Regression analysis was used for data analysis. The findings of the study indicated that students from parents with high educational qualification performed better than those from parents with lower educational qualification. This study is similar to the current study in terms of design

and content scope. However, differed in sampling technique, sample size, population/level scope and geographical scope.

On the contrary, Emmanuel and Christine (2016) examined the level of parental influence on the academic achievement among the primary school pupils in Trinidad. A sample of 128 pupils studying standard five (grade 6) from primary school was randomly selected. The data were analysed using SPSS. The result of the findings revealed that regardless of parental education status, all parents try to influence their children to study well. This study had the same level scope with the current study but was conducted in different geographical locations. More so, the findings implied that family background in general has positive influence on pupils' academic performance and academic performance of pupils not only limited to high parental educational status.

In the same vein, Musarat, Sundus, Faqiha, Fozia, and Ayesha (2013) carried out research on the impact of parental education on the academic achievement of university students in Pakistan. The sample size of the study was 250 students from University of Sargodha, Pakistan. The findings of the study revealed that there was positive relationship between parental education and students grade point average (GPA). Students from educated parents had better GPA than those from uneducated parents. The study was conducted in Pakistan with the university students. The current study was done in Nigeria. Both studies differed in level and geographical scope.

Furthermore, Muruwei (2011) examined the influence of parents' level of education on their children's performance in English Language at the senior secondary level of education. The research design was descriptive survey. The sample of the study was 250 students randomly selected from forty secondary schools in Bayelsa State, Nigeria. The instrument used for the data collection was a 20- item questionnaire, interview schedule and observation schedule. The

result of the findings showed that parents' level of education was not significant predictor of children's academic performance. The finding of this study showed that children who come from parents without high level of formal education also perform well academically. Therefore, it failed to support the current study that parents' high level of education positively influences pupils' academic performance. This study was carried out in Bayelsa State of Nigeria, while the present study was carried out in Enugu State of Nigeria.

On the variable parental socio-economic status, it is worthy to note that socio-economic status of a family is capable of affecting the behaviour of the children and determines their aspiration. Arguably, families with high socio-economic status may have more success in preparing their children for school because they typically have access to wide range of providing their young children with high quality child-care, books and encourage children in various learning activities at home. To buttress this therefore, Osei-Owusu, Twum, Oteng, Ampomah, and Osei-Owusu, (2018) investigated the effects of parents' socio-economic status on the academic performance of Yamfo Anglican Senior High School Students in the Tano North District of the Brong Ahafo Region of Ghana. The study adopted a survey research design. Eighty (80) students were selected from the second-year class using a simple random sampling technique. A self-designed questionnaire was used to collect data. The data were analysed using simple frequencies, tables and percentages. The findings of the study showed that, parents' educational level, parents' occupational level, parents' income level and parental care have an effect on the academic performance of students of Yamfo Senior High School. This study was carried out in Ghana which is a different location from the current study location. The target population of the current study comprised the primary six pupils with their teachers and parents, while the former study

comprised high school students. That notwithstanding, the geographical scope of both studies is different.

In the same vein, Aliyu (2016), investigated the influence of family socio-economic status on student's academic achievement in Senior Secondary School in Nasarawa State of Nigeria. The sample size of the study was 382 students. It was drawn from 10 schools using stratified random sampling technique. Questionnaire was used to collect data. The findings of the study confirm that there is a significant relationship between the family socio economic status and academic achievement. The current and previous study were similar in terms of research paradigm and content scope. However, the geographical scope is different. This was the reason the current study was so relevant at this period.

In another geographical setting, Okioga, (2013) studied the impact of students' socio-economic background on academic performance in universities, a case study of students in Kisii University College Kenya. A sample of 186 respondents in Kisii University College was selected in all the six faculties using simple random sampling. Questionnaire was administered to the respondents. Data collected were analysed using descriptive and inferential statistics. Regression analysis was used to establish the relationship between the student socio-economic background and their academic performance. The results revealed that the student social economic background influenced student academic performance since education plays a major role in skill sets for acquiring jobs, as well as specific qualities that stratify people with higher and lower social economic status. The middle-class parents take an active role in their children's education and development by using controlled organized activities and fostering a sense of entitlement through encouraged discussion. The study focused on students' socio-economic status while the current study looked at the parental socio-economic status. However, their dependent variable; academic

performance is the same. The former study considered university students while the current study researched on primary school pupils. Therefore, both studies differed in population and level scope. Nevertheless, in both studies, there was positive relationship between family socio-economic status and learners' academic performance.

On the global perspective, Sureihkumar (2012) conducted a study on the impact of parents' socioeconomic status and parental involvement at home for high achievement on Indian Students of Tamil School in Malaysia. The result of the findings showed that educated parents assist their children with their academic work and ensure effective measures and supervisions. They also make provisions for extra school activities that related to academic development of their children to maximize the available time at home. Such parents also keep in touch with the child's teacher and school authority to monitor the child's progress in school. Parents' involvement in their children academic work helps the children to perform better than that of their counterpart. This study was carried out in Malaysia, while the current study was carried out in Nigeria.

Methodology

The study adopted a quantitative paradigm, specifically, the descriptive survey research design. This design was considered suitable for the study because it gave the researchers the opportunity of obtaining the opinion of the sampled population to infer the opinion of the entire population. The study was carried out in Enugu East Local Government Area (LGA) of Enugu State, Nigeria. The Local Government Area has a mixture of literate and non-literate dwellers who are civil servants and traders. Their main languages are Igbo and English languages. These variables in the environment had influence on phenomenon studied.

The sample size for the study was 337 participants. This sample comprised 286 primary six pupils, 17 teachers and 34 parents from seventeen public primary schools. The researchers used simple random sampling technique to select the pupils' participants of the study, automatic inclusion for the teachers, and convenience sampling technique for parents. The researchers also used questionnaire, interview schedule, and focused group discussion schedule for data collection. They were able to get robust information on the phenomenon with the help of the instruments. Three specialists in curriculum and instruction, and measurement and evaluation helped in the validation of the instruments. They made professional suggestions and corrections which helped in modifying the instruments in order to achieve the overall purpose of the study.

The researchers ascertained the reliability of the instruments through pilot testing that was done repeatedly after two weeks interval. The instruments

Table 1

Parental Educational Background and Pupils' Academic Performance

S/N	Items on Parental Education	Mean Score	Standard Deviation	Decision Rule
1.	Parents who are educated always provide most of the recommended textbooks and other learning materials for their children.	3.47	.874	Accepted
2.	Educated parents always want their children to be educated.	3.94	.243	Accepted
3.	Parents who are educated encourage their children to study subjects which are pivotal for good university courses.	3.94	.243	Accepted
4.	In homes of educated parents, there is environment conducive for studies.	3.47	.717	Accepted

were administered to pupils outside the study area that have the same similarities with the study area. The coefficient of 0.82 was achieved using Pearson Product Moment (Pearson r). Therefore, the result showed a positive relationship and that the reliability of the instrument was high. The researchers then subjected the instruments for data collection. The researchers used direct delivery and retrieval system for the data collection. The researchers used mean and standard deviation – descriptive statistics with the help of Statistical Package of Social Sciences (SPSS) to answer the research questions. The benchmark mean for the instruments was 2.5.

Findings

The results of the study were presented according to the research questions that guided the study. The results are as follows:

RQ1: *To what extent does parental educational background influence pupils' academic performance?*

5.	Parents who are educated guide their children in school assignments and home work.	3.94	.243	Accepted
6.	Educated parents always demand for progress reports of their children to know the children's academic and social progress.	3.82	.393	Accepted
7.	Educated parents often arrange for private teachers for their wards.	3.59	.618	Accepted
8.	Educated parents always motivate their children to acquire excellent performance in school.	3.82	.393	Accepted
GRAND MEAN		3.74		Accepted

Table 1 displays the responses of the participants of the study that parental educational background influences pupils' academic performance to a very high extent. The statistical mean of all the items were accepted and the cumulative mean was 3.74 against the benchmark

mean of 2.5. This reveals that parental educational background influences pupils' academic performance. RQ2: *To what extent does parental socio-economic status influence pupils' academic performance?*

Table 2

Parental Socio-Economic Status and Pupils' Academic Performance

S/N	Items on Socio-economic Status	Mean	Standard Deviation	Decision Rule
1.	Children from high-income status parents achieve better academically than those from low-income status parents.	3.76	.437	Accepted
2.	Children from upper-working class homes perform better academically than those from lower-working class homes.	3.41	.870	Accepted
3.	Parents on high-income can afford to provide the basic necessities required for their children's education.	4.00	.000	Accepted

4.	Children whose parents are on high-income status have higher career aspiration than children whose parents are on low-income status.	3.12	1.111	Accepted
5.	Only parents who are on high-income status can train their children beyond secondary school level.	2.53	1.281	Accepted
6.	Pupils perform better academically when their school fees and other school levies are paid promptly.	3.35	.786	Accepted
7.	Parents on high income can afford to provide learning materials such as library for their children's private use at home.	3.94	.243	Accepted
8.	Parents from low-income background cannot provide their children's learning materials.	3.24	1.200	Accepted

GRAND MEAN**3.41****Accepted**

Table 2 shows the extent to which parental socio-economic status influences pupils' academic performance. The statistical mean of all the items were accepted and the cumulative mean was 3.41 against the benchmark mean of 2.5. This implies that parental socio-economic status highly influences pupils' academic performance.

Discussion of the Findings

The study examined the extent parental educational background and socio-economic status influence pupils' academic performance in primary schools in Enugu East Local Government Area of Enugu State, Nigeria. On parental educational background and academic performance, the study discloses that to a very high extent, parents who are educated always provide most of the recommended textbooks and other learning materials for their children. Educated parents always want their children to be educated. Parents who

are educated encourage their children to study subjects which are pivotal for good university courses. In homes of educated parents, there is environment conducive for studies. Parents who are educated guide their children in school assignments and homework. Educated parents always demand for progress reports of their children to know the children's academic and social progress. Educated parents often arrange for private teachers for their wards, and that educated parents always motivate their children to acquire excellent performance in school. These findings support the view of Bakar, Ibrahim and Mudassir (2017) that learners from parents with high educational qualification perform well than those from parents with lower educational qualification. However, Igiri and Effiong (2015) had a different view. According to their study, educational background of the parents does not influence learners' academic performance.

Nevertheless, in the earlier study of Musarat, Sundus, Faqiha, Fozia, and Ayesha (2013), parental educational background influences learners' academic performance. They argued that the learners from educated parents perform better academically than those from uneducated parents.

On the extent to which parental socio-economic status influences pupils' academic performance, the respondents agreed to a high extent that pupils from parents with high-income status perform better academically than those from parents with low-income status. Children from upper-working class homes perform better academically than those from lower-working class homes. Parents on high-income can afford to provide the basic necessities required for their children's education. Children whose parents are on high-income status have higher career aspiration than children whose parents are on low-income status. Only parents who are on high-income status can train their children beyond secondary school level. Pupils perform better academically when their school fees and other school levies are paid promptly.

Parents on high income can afford to provide learning materials such as library for their children's private use at home. Parents from low-income background cannot provide their children's learning materials. These findings support the view of Ojo and Yilma (2010) who observed that the financially stable families have better opportunities in terms of parents being able to make proper provisions for their children's academic needs, such as provision of their books and learning materials as well as engaging them in private learning activities in the house after school. These findings also support the views of Okioaga (2013), and Nweke, Ihejirika and Deebom (2018), that parental socio-economic status influences pupils' academic performance to a high extent. The findings of this study agree with the theory of motivation of Abraham Maslow that this study anchored on. The theory established that motivation is a key factor in

achievement. This is the point of convergence for this study that pupils perform better when they have productive family environment.

Conclusion and Recommendations

The study concludes that family background factors are very crucial and have significant influence on pupils' academic performance in Enugu East Local Government Area of Enugu State, Nigeria. For instance, it was made evident that parents with high educational background, and those with high socio-economic status motivate their children to study hard than those of their counterparts. This suggest that to a very high extent, family background plays a pivotal role in pupils' academic performance.

Based on the findings of the study, and the conclusion, the researchers make the following recommendations:

1. Parental educational background and their socio-economic status are key factors that influence pupils' academic performance positively. Therefore, the school management and teachers should help to sensitize parents on the importance of the family on the pupils' holistic formation.
2. Pupils who are not privileged to come from parents with high educational background or high socio-economic status should not live in despair, but work hard in school in order to perform academically.
3. All parents should endeavour to take the academic life of their children seriously by providing them all the necessary educational resources for their holistic formation in school.

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