

JONAED

Volume 10, Number 1

May, 2014

JOURNAL OF THE NIGERIAN
ACADEMY OF EDUCATION

Editor-in-Chief

Prof. (Mrs.) T. A. Bolarin

Published by:

TOPTUNE EDUCATIONAL PUBLISHERS,

16, Apesin Street,

Lagos.

© The Nigerian Academy of Education

First Published 2014

ISBN: 978-37495-8-7

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronics, mechanical, photocopying, recording or otherwise without the prior written permission of the Nigerian Academy of Education.

Printed in Nigeria by:

O & A Press, 08033852811

EDITORIAL BOARD

Editor-In-Chief:

Professor (Mrs) T.A. Bolarin

Lagos State
University

Associate Editors:

Professor G.C. Unachukwu

Nnamdi Azikiwe
University

Professor Julie Ibiam

University of Uyo

Professor Julie O. Omokhodion

St. Augustine
College of Education
Akoka Lagos

Professor G.C. Ilogu

University of Lagos

Professor P.O. Adesemowo

Olabisi Onabanjo
University

Professor (Mrs) A.N.G Alutu

University of Benin

Alternate Associate Editors :

Professor Desmond Ozoji

Faculty of Educa-
tion, University of
Jos

Professor (Mrs) O.C. Nwana

Imo State University

Professor J.O.E. Otuka

Nasarawa State
University, Keffi

Professor Queen Obinaju

University of Uyo

Professor A. I. Iketuonye

National Open
University, Lagos

Students' Perception of their Academic Achievement in Osun State, Nigeria: Influence of Parental Socio-Economic And Educational Background

Oluwatobi Pemedede, (Ph.d)

Department of Educational Foundations and Counselling
Psychology, Faculty of Education, Lagos State University

Ishola Akindele Salami, (Ph.D)

Department of Teacher Education, University of Ibadan
E-mail: ia.salami@mail.ui.edu.ng

Suwebat O. Adeyemi

Pathfinders School of Health Technology,
Iragbiji, Osun State

Abstract

This study was carried out to examine parental socio-economic and educational background of students' perception of their academic achievement in Senior Secondary Schools. Fifteen Secondary Senior Schools were chosen from three geo-political zones in Osun State. Averagely, forty students from each Senior Secondary schools were randomly selected for the study. This gives a total of six hundred and fifteen students as the sample. The instrument used for the study was titled Parents Socio-economic Background and Students Perceptions of their Academic Achievement Questionnaire ($r = 0.75$). The data collected were analysed using both descriptive statistics of

frequency count, percentage, mean and standard deviation and inferential statistics of Pearson Product-Moment Correlations. The results revealed that there is a significant positive relationship between parental socio-economic background and students' perception of their academic achievement ($r = 0.09; p < 0.05$); that there is a significant positive relationship between parental educational background and students' perception of their academic achievement ($r = 0.081; p < 0.05$). The study was concluded that the socio-economic and education background of parent has a great influence on the academic achievement of their children as perceived by the students. It was recommended that Government should provide scholarships, free textbooks and other stationary to students and take steps to raise socio-economic status of people among others.

Keywords: Socio-economic background, financial status, parental Educational background, Academic achievement, Parental occupation.

Introduction

The growing interest to educationist, curriculum developers, educational research organization, various examining bodies and other educational stakeholders in the entire society is the question of how children perform in their academic endeavour. Among other allied factors associated with success, in recent time are the influences from the home of an individual. It is the general belief that students' performance in academic engagement might as well be explained by their home background.

There are various factors at home that can explain the developmental pattern of an individual besides the genetic factors of the parent. Since some of these factors are socially developed and not biological induced, the influence they might have could be subjected to manipulation if known. In other words, if the influence of any home factor on academic achievement of students is discovered to be significant, the school system and the entire society might be thinking of how to negate such influence at the school level.

Several studies have been carried out within and outside Nigeria to determine the influence of home factors on academic achievement of students. Ajila and Olutola (2007) indicated that there is an awareness of the importance of the home environment or home background on students' academic performance. The researchers maintained that home background has a great influence on the students' psychological, emotional, social and economic state. In their view, they stated that the home affects the individual since the parents are the first socializing agents in any individual's life, invariably, the family background and context of a child affects his reaction to life situations and his level of performance. Also, Ichado (1998) concluded that the environment in which the student comes from can greatly influence his performance in school. In the same vein, Adewale (2002) explains that the child's first place of contact with the world is the family. The child as a result acquires initial education and socialization from parents and other significant persons in the family. The home is the primary agent of education in the child. Thus, the way the child lives, the food he/she eats and his/her lifestyle is influenced by the home.

Musgrave (1979) found out that children from high socio economic class tend to be quicker and more alert to learning and that the tendency of performing is higher than in children from the low and middle class. It is generally believed that parents in higher socio economic class have enough resources to cater for their children's education and opportunities needed for their academic advancement. In the other hand, Eamon and Kegan (2005) asserted that students from low socio economic backgrounds who attend poorly funded schools do not perform as well as students from higher social classes. For many years it has been shown that students from a low socio-economic background do not show effective performance in school (Heyneman 2005). Another finding is that of Kahlenberg (2006) who concluded that Socio- economic status-the middle class schools tend to perform better academically due to the support at home and such students come to school more prepared than those of lower class school districts. In middle class schools, students are exposed to an environment that values education and are less likely to be involved in discipline problem. Middle class parents are more likely to support and become involved in school activities that promote the importance of education to the students.

There are various submissions from scholars on the issue of socio-economic background and its influence on academic achievement of students. Bowles and Gintis(1976) believed that the performance of a child could be a function of economic inequalities of the society. To them, children of capitalists' class are opened to a better form of school training and orientation which directly reflects their expectation of the society while children of low income group may be devoid of these basic opportunity and they

cannot meet with the expected schooling system. The children of the wealthy and powerful have much greater opportunities than others (Haralambos and Holborn, 2008).

Avoseh (1983) emphasized that some group belong to upper class and some lower class. These groups are classified based on their respective educational achievement, wealth, style of life, income, among others. The upper class set of people are those who occupy the most prestigious position and children from this background are termed as children from influential home environment. While middle class are in the majority in the social status home. The last groups are those with the lowest income and occupational status. This last group lacked enough financial capacity for learning. They are poorly clothed, poorly fed and accommodated. Their poor condition often put limit on their advancement and deprived them from discovering their full potentials. Students who are so poor in fulfilling their financial obligation may perform poorly in school, while children that accept responsibilities, carry out assigned activities are more likely to perform well in school (Avoseh, 1983).

Heyneman (2005) stated that for many years, researches have revealed that students do not show effective performance in school whose parental socio status is low. The academic achievement of student is negatively correlated with the low parental socio-economic status level as it prevents the individual in gaining access to source and resources of learning (Duke, 2000 and Eamon 2005). Farooq, Chaudhry, Shafiq and Berhanu, (2011) concluded that the higher level of socio status is the best indicator which plays a fundamental role in promoting quality of students' achievement. Morakinyo (2003) found that there is a

relationship between socio-economic status and academic achievement of the students. Rouse and Barrow (2006) state that the socio-economic status has significant effects on educational achievements that contain test scores and continue to affect the child throughout their adulthood.

Socio-economic status, therefore, has also been known to override other educational influences such as parental involvement (Neal, 2001). It is believed that low Socio economic status negatively affects academic achievement because low Socio economic status prevents access to vital resources and creates additional stress at home (Eamon 2005, Majoribanks 1996, Jeynes 2002). In view of this, Ulvind (2002) asserted that significant predictor of intellectual performance at age of 8 years included parental Socio-economic status. Thus, other researchers such as Singh (2007), Omprakash, (2011) had posited that parental Socio-economic status could affect school children as to bring about flexibility to adjustment to the different school schedules. The Socio-economic status is a determining factor on what strategies that could be implemented in the curriculum to assist students. It also could change the process on how students are evaluated and assess economic status (Garzon, 2006).

Socio-economic status is a definite background variable that represents a feature of the social structure in society (Oakas and Rossi, 2003). It is a fact that families where the parents are privileged educationally, socially and economically, promote a high level of achievement in their offspring. It also give higher levels of psychological support for their children through enriched atmosphere that promotes and

encourages the development of skills required for success at school (Williams & Hayden, 1993).

The socio-economic Status of a child is most commonly determined by combining parents' educational level, occupational status and income level (Jeynes 2002). Saifi and Mebmood (2011) state that Socio-economic status is a combined measure of economic and social position of an individual or family relative to others on the basis of income, education and occupation. Studies have repeatedly found out that Socio economic status affects students' outcomes (Baharudin and Luster 1998, Jeynes 2002, Eamon 2005, Majoribatiks 1996). Students who have a low Socio-economic status earn lower test scores and are more likely to drop out of school (Eamon 2005). Low Socio- economic status students have been found to score about ten percent lower on the National Assessment of Educational Programs than Higher Socio economic status students (Seyfried1998). It is understood that low socio-economic status negatively and depressingly affects students' academic achievement because due to low Socio-economic status, a student does not access to important resources and generates additional stress and tension at home (Eamon 2005 and Jeyness, 2002).

Parental education is also an important aspect of the socio-economic status of school students because it is expected that parental and students' educations are significantly correlated. Farooq et al. (2011) concluded that parental education had a significant effect on academic achievement of the students. According to Eamon (2005) mother education affects the academic performance of the students. The children of highly educated mothers obtain higher test scores. Also, mothers who delay child bearing have been

shown to provide more "cognitively stimulating" and supportive environments at home which has a positive effect on school performance (Eamon, 2005).

Jeynes (2002) observed that parental education levels exposed the clearest patterns of variation in student's attitude towards school and post school options. Also, Western (1998) found that students whose parents had high educational levels had access to a variety of resources which assisted and facilitated their participation in University studies. Thus, according to Barnard (2004) asserted that the academic performance of students heavily depends upon the parental involvement in their academic activities to attain the higher level of quality in academic success. Educated parents can better communicate with their children regarding the school work activities and the information being taught at school.

Theoretically, conflict theory of Karl Marx (1818-1883) a German philosopher, economist, sociologist, historian, journalist and revolutionary socialist maintained that society is structured in such a way that it also brings about class struggle. In more complex societies, there exist two major social classes: they are the capitalist class or bourgeoisie and the working class or the proletariats. An individual relationship to the means of production will determine their classes. Hence, the most powerful class owns the means of production and the least powerful class sells its labour in order to earn a living. According to Donnell (1981) Marx views society as operating mainly through class conflict, where each class pursues its own interest and then brings it into conflict with other classes. One may argue from Karl Marx points of view that those from lower social classes leave the education system earlier than those from higher classes.

For example, children from middle class backgrounds may likely progress to higher education than those from working class backgrounds. The implication of conflict theory to education is that education is important social institutions in any given society. Thus, Waiyaki (2006) posited that performance and achievement of learners in school differs as a result of unequal allocation of resources, perhaps of different strata of the society.

The foregoing discussion had established that Socio-economic status and host of other factors relating to home environment of students, educational background of parents and parental occupation could have effects on students' academic achievement generally. But it has not been established if these factors can also influence the perceptions of the students about their academic performance. One's perception about an issue tends to form one's attitude towards such issue and this can also have direct influence on one's action towards the issue. One of the logic this study is based is that students do form perceptions about their academic performance. These perceptions are directly related to their attitude towards their academic activities. Also, the attitude towards academic activities determines the extent to which the students will achieve in their academic. Therefore, anything that influences the students' perception of their academic activities will definitely influence the students' academic achievement.

The situation in schools in Osun State, Nigeria worth looking into, in order to determine the influence of the home background on the perceptions of the students about their academic performance. Osun State, established on August 27, 1991, is one of the six south-western States in Nigeria that

are considered to be educationally advantaged. This state covers 14,875km² land and the population as at 2005 was 4 137 625. The major occupation is agrarian (The official website of the State of Osun). The level of industrial activities is so low and the majority of the populace are low income earners.

The worrisome situation is the attitude of majority of the senior secondary school students towards education. Almost all the students are engaged in one type of job/business or the other. The boys involve themselves in various jobs such as 'okada' rider (motor bike for transportation), farming, bus conductor, and so on while the girls engaged in tailor, hair dresse, petty goods seller and so on. These students engaged in these jobs during closing hours, week end and holidays. With these activities, one doubts their commitments to academic activities and their perceptions about their academic achievement is also in doubt.

It is against this background that this work is being undertaken to study the socio-economic background of the secondary school students in terms of monthly income, educational attainments and occupation of the parents as related to the students' perception of their academic achievement in Osun State.

Hypotheses

H₀₁: There is no significant relationship between parents' monthly income and the students' perceptions of their academic achievement.

H₀₂: There is no significant relationship between parents' educational attainment and the students' perceptions of their academic achievement.

H₀₃: There is no significant relationship between parents' occupational status and the students' perceptions of their academic achievement.

Methodology

The research design adopted for this study is correlational type of survey research. It is suitable for this study because it involves direct contact with the sample that have the characteristics, personalities, qualities and attitude which are relevant to the investigation. Descriptive survey enables the researcher to obtain relevant information that have occurred from a representative sample of the target population and the correlational enable the researchers to examine the relationships that exist between the variables.

The population of the study were private and public senior secondary school students in Osun State. Osun State is divided into 6 geo-political zones. Three geo-political zones were randomly selected for this study. In each geo-political zone, simple random sampling technique was used to select 5 schools. This gave a total of 15 schools sampled for this study. Systematic random sampling techniques of even/odd numbers of students in the class register is used to select averagely 40 students from each of the five Senior Secondary Schools in the three geo-political zones. The total sample contained 615 Senior Secondary School students from three geo-political zones which are: Ede, Ikirun and Oshogbo respectively.

Two research instruments were used to gather data for the study. These are questionnaires titled 'Parental Socio-Economic Background' (PSEB) and 'Students Perception of their Academic Achievement' (SPAA). These questionnaires

are designed to have four-point likert scale on which the respondents indicated strongly Agree(SA), Agree(A), Disagree(D) and Strongly Disagree(SD) in scoring 4,3,2 and 1 was awarded to SA, A, D and SD respectively for positive statement while the reverse is the case for negative statement.

The research instruments, being self-designed, were subjected to reliability test using Cronbach alpha technique. Twenty Senior Secondary School students were selected who were not part of the main study. The reliability coefficients obtained are 0.75 and 0.81 for PSEB and SPAA respectively. Pearson Product-Moment statistics was used to analyse the data and the hypotheses were tested at 0.05 level of significance.

Results

Analysis of Demographic data.

Table 1: Distribution of the Students Based on their Parental Educational Qualification.

Educational Level	Father		Mother	
	Freq	%	Freq	%
Non-formal educ.	6	1.0	23	3.7
Primary educ.	47	7.6	48	7.8
Secondary educ.	198	32.2	262	42.6
NCE	58	9.4	65	10.6
OND	34	5	47	7.6
HND	97	15.8	57	9.3
First Degree	62	10.1	51	8.3
Second Degree	46	7.5	26	4.2
Ph.D	59	9.6	22	3.6
No. indication	08	1.3	14	2.3
Total	615	100.0	615	100.0

Table 1 shows that the largest proportion of the students have fathers with secondary education (32.2%), those with fathers who have HND is 15.8%, only 10.1% have fathers with first degree, 9.6% have theirs with Ph.D., 9.4% have theirs with NCE, 7.6% have theirs with primary education, 7.5% have theirs with master's degree and (5.5%). 1% of the students have fathers that did not attend formal education and 1.3% failed to indicate their fathers' qualifications.

Also the table shows that the mothers of these students have the following qualification: secondary education (42.6%), NCE (10.6%), HND (9.3%), first degree (8.3%), primary education (7.8%), OND (7.6%), master's degree (4.2%), Ph.D. (3.6%), 3.7% of the mothers have no formal education and 2.3% failed to indicate their mothers' qualifications.

Table 2: Distribution of the Students Based on Parental Occupation

Parental occupation	Father		Mother	
	Freq	%	Freq	%
Civil servant	206	33.5	108	17.6
Professional	72	11.7	44	7.2
Business man/woman	205	33.3	257	41.8
Petty trading	44	7.2	150	24.4
Farming	66	10.7	38	6.2
Engineering	4	0.7	32	
No indication	18	2.9	18	2.9
Total	615	100.0	6.5	100.0

Table 2 shows that the largest proportions of the students have fathers that are civil servant (33.5%), those with fathers who are business men are (33.3%). Only 11.7% have fathers who are professionals, 10.7% have fathers who are farmers, 7.2% have fathers who are petty traders. 0.7% have fathers who are engineers and 2.9% failed to indicate their fathers' occupation.

Also the table shows that 41.8% of the mothers of these students are business women, 24.4% are petty traders, 17.6% are civil servants, 7.2% are professionals, and 6.2% are farmers while 2.9% failed to indicate their mothers' occupation.

Testing the Null Hypotheses

H_{01} : There is no significant relationship between parents' monthly income and the students' perceptions of their academic achievement.

Table 3: Summary of Pearson Product-Moment Correlation Showing Relationship between Monthly Income of the Parents and Students' Perception of their Academic Achievement.

Variable	N	Mean	Std. D	R	Sig	Remark
Students perception of their academic achievement	615	60.28	8.41	0.088	0.30	significant
Parental Monthly Income	615	15.05	5.22			

Table 3 shows that there is a significant positive relationship between parental monthly income and students' perceptions of their academic achievement ($r=0.088$, $P<0.05$). Therefore, H_{01} is rejected. The positive relationship implies that

increase in parental monthly income brings about increase in the students' perception of their academic achievement.

H₀₂: There is no significant relationship between parents' educational attainment and the students' perceptions of their academic achievement.

Table 4: Summary of Pearson Product-Moment Correlation Showing Relationship between Parental Educational Attainment and students' Perception of their Academic Achievement.

Variable	N	Mean	Std. D	r	Sig	Remark
Students perception of their Academic Achievement	615	60.28	8.41	0.081	0.045	significant
Parental educational Attainment	615	8.97	4.09			

Table 4 shows reveals that there is a significant positive relationship between parental educational attainment and students' perception of their academic achievement ($r=0.081$; $P<0.05$). Therefore, H₀₂ is rejected. The positive relationship implies that increase in the level of parental educational attainment brings about increase in their students' perception of their academic achievement.

H₀₃: There is no significant relationship between parents' occupational status and the students' perceptions of their academic achievement.

Table 5: Summary of Pearson Product-Moment Correlation Showing Relationship between Parental Occupation and Students' Perception of their Academic Achievement.

Variable	N	Mean	Std. Dev.	r	Sig	Re-mark
Students perception of their academic achievement	615	60.28	8.41	0.069	0.088	Not significant
Parental occupation	615	6.08	1.85			

Table 8 reveals that there is no significant relationship between parental occupation and students' perception of their academic achievement ($r=0.069$; $P>0.05$). Therefore, H₀₃ is not rejected.

Summary of Findings

Based on the analyses and the interpretation, the following are the findings of this study:

- There is a significant positive relationship between parent monthly income and the students' perception of their academic achievement.
- There is a significant positive relationship between parent educational attainment and students' perception of their academic achievement and
- There is no significant relationship between parental occupation and students' perception of their academic achievement.

Discussion

The finding reveals that financial status in terms of monthly income of the parents had a significant relationship with the perceptions of the students about their academic

achievement. Students from parents with high monthly income had increased perception mean score of their academic achievement. This might be as a result of the fact that parents with high financial status will have the means to take care of their children monetarily. They can afford to send their children to private schools with adequate teaching aids and materials that will enhance effective teaching and learning. They can afford to give their children good food and balanced diet that will lead to sharper brain to cope with the rigours of learning. The high income family have the advantage of giving support to their children by providing a conducive atmosphere at home with electronic gadgets to aid learning. They also give higher levels of psychological support for their children through enriched atmosphere that promote and encourage the development of skills required for success at school Williams et al (1993). Students from parents with high financial status have the advantage of being well prepared for school, they go to school with enough food and money and they were taken to school in school bus or in their parents private cars, so they get to school refreshed and ready to learn rather than students from low financial status that will have to take a long distance walk before they get to school. Kahlenberg (2006) asserted that financial status of students in the middle class schools tend to perform better academically due to the support at home and such students come to school more prepared than those of lower class. High income enables parents to give their children advantages of opportunities that money can buy and this leads to higher academic achievement. Farooq et al (2011) concluded that the higher level of financial status is the best indicator which plays a fundamental role in promoting quality of students' achievement.

The second finding of this study is that parental education has significant relationship with students' academic achievement. Educated parents can assist better with their children regarding the school work activities and the information being taught at school. Barnard (2004) asserted that the academic achievement of students heavily depends upon the parental involvement in their academic activities to attain the higher level of quality in academic success. Students that parents are educated have the advantage of discussing with their parents at home about their school work and such parents assist their children with their assignments and are able to enlighten their children about their future career. Such parents are able to interact with their children teachers at school and are able to contribute positively to the teaching in their children schools. Such students also have access to variety of resources which assisted and facilitate their participation in school. Academic performance of students heavily depends upon the parental involvement in their academic activities to attain the higher level of quality in academic success.

However, the findings revealed that parental occupation does not have any significant relationship with students' perception of their academic achievement. The more the parents are occupied with their job, the less they have time to assist their children on school activities. This might have been the reason why the relationship between parental occupation and academic achievement as perceived by the students is not significant.

Conclusion

This study was concerned with Parents Socio-economic and Education Background on Students' Perception of their academic achievement. Correlation research type of

descriptive survey was used. 40 students were randomly selected from 15 Senior Secondary Schools in 3 geo-political zone of Osun State. The sample contained 615 Senior Secondary School students. Hypotheses were formulated that relate Parental monthly income, parental educational attainment and parental occupation to the students' perception of academic achievement. The results of the study reveal that increase in Parental monthly income brings about increase in the Students. Perception of their academic achievement. Also the Educational Background of parents plays a significant role in influencing the academic achievement of their children. That is why it is right to say that high Socio-economic Status of the parents plays a fundamental and crucial role in the enhancement of their children's academic achievement. In view of this, These socio-economic factors should be kept abreast by the teachers so as to be able to watch out for their influences on students learning outcomes.

Recommendations

As it has been found out that financial status of the parents in terms of their monthly income and the educational attainment do influence students' perception of their academic achievement in Osun State, Nigeria; therefore, the following recommendations are proffer:

- Osun State Government would need to do more than pay teachers and paying for the external examinations of public school students but also should provide scholarship for poor students who are intellectually sound so as to assist their parent in giving them qualitative education. Also, necessary learning resources such as textbooks, instructional aids, laboratory and library facilities should be provided in the public schools

where children of the poor do attend. This could be achieved by assigning about 5% of internally generated fund in the state to this assignment.

- Government should provide not just a free lunch, but at least a balance diet afternoon meal for the students to assist with what their parents has been able to give them at home. This will not only aid the mental functioning but also enhance their perception about education and reduce their involvement in menial jobs.
- Parents with low educational attainment should allow their children to attend after-school lesson or if they can afford it, engage the service of home teacher to attend to their children academic needs at home.
- Teachers should watch out for students from poor family and counsel them, so that they will be able to cope with challenges in the classroom.

References

- Adams. A. (1996). Even basic needs of the young are not met. Retrieved from <http://tc.education P.H. edu/library/self esteem>.
- Adewale, A M. (2002). Implication of parasitic infections on school performance among school age children. *Ilorin Journal of science education* vol. 2 pg 78-81
- Avoseh, O. (1983). The effect of non school factors upon secondary school achievement. *Journal of research in curriculum* (2)

- Baharudin, R. & Luster, T. (1998). Factors related to the quality of the home environment and children's achievement. *Journal of family issues* 19(4) 375 - 403.
- Barnard, W. (2004). Parent involvement in elementary school and educational attainment. *Children and Youth services Review*, 26, 39-62
- Bowles, S. and Gintis, H. (1976). *Schooling in capitalist America*, Routledge and Kegan Paul, London.
- Duke, N (2000). For the rich, its richer; print environments and experiences offered to first grade students in very low and very high socio-economic status school districts. *American Educational Research Journal*, 37(2), 456-457).
- Eamon, M. & Kegan (2005). Social Demographic, school neighbourhood and parenting influences on academic achievement of Latino young adolescents. *Journal of Youth and adolescence*, 34(2), 163-175.
- Farooq, M., Chaudhry, A., shafiq, M. & Berhanu, G. (2011). Factors affecting students quality and technology management, vol-vii, issue 11, 01-14.
- Garzon, O (2006). *Social and cultural foundations of American Education*.
- Haralambos, M. & Holbom, M. and Heald, R. (2008). *Sociology themes and perspectives*. Harper Collins Publishers Limited.
- Heyneman, S. (2005). Student background and students achievement. What is the question? *American Journal of Education*, 112, 1-9.
- Jeynes and Williams, H. (2002). Examining the effects of parents' absence on the academic achievement of

- adolescents. The challenges of controlling for family income. *Journal of family and Economic issues* 23(2).
- Kahlenberg, R (2006). Integration by income. *American school Board Journal* Retrieved from <http://equaleducation.org/commentary.asp>
- Kirkup, J. (2008). Middle class children resentful at being pushed to succeed. *Telegraph* retrieved from <http://www.telegraph.co.uk/education>
- Majoribanks, K. (1996). Family learning environment and students' outcomes. A review *Journal of comparative family studies* 27(2) 373 -394)
- Morakinyo, A. (2003). Relative efficacy of systematic desensitization, self statement monitoring and flooding on students test anxiety. Unpublished Ph.D. Thesis University of Ibadan.
- Musgrave, P. (1979). *The sociology of education*. Britain Buttered Tamer Limited
- Neal, R. (2001). Differential effects of parental involvement on cognitive and behavioural outcomes by socio-economic status. *Journal of socio-economics* 30(2), 171.
- Oakas, W. & Rossi, P. (2002). The measurement of socio-economic status in health research: current practice and steps toward a new approach. *Social science and medicine* (56) 769-784
- Odanye, O (2008). *The basic concepts of civic education* Ibadan, Holad Publishers.
- Okpala, C., Okpala, A. & Smith, F. (2001). Parental involvement, instructional expenditures, family socio -

economic attribute and students achievement. *The Journal of Educational Research*, 95(2), 110-115.

Omprakash, B. P. (2011) Sociological Foundation of Education. New Delhi, A P H Publishing Corporation.

Rouse, C. & Baffow, L. (2006). United States elementary and secondary schools. Equalizing opportunity or replicating the status quo. *The future of children*, 16(2) 99-123.

Saifi, S. & Mehmood, T. (2011). Effects of socio-economic status on students achievement. *International Journal of social science and Education*, 1(2), 119-128

Seyfried, S. (1998). Academic achievement of African American preadolescents. The influence of teacher perceptions. *American Journal of community psychology* 81-402

Singh, Y. K. (2007). Sociological Foundation of Education. New Delhi, A P H Publishing Corporation.

Stephen, J & Ceci (2001). Impact of broken home on academic performance of secondary school students in English language . *Journal of Research in counselling Psychology*. 4(1) 84-87

The Official website of the State of Osun. Available online at www.osun.gov.ng.

Ulvmd S., Smith, L. & Fagan, J. (2002). The relation of cognition memory in infancy and parental socio-economic status to later intellectual competence.

Waiyaki, E. M. (2006). Sociological theories for education. In Sifuna, D. N., Chege, F. N., & Oanda, I. O. (eds.) Themes in the study of the Foundations of Education. Kenya. The Jomo Kengatta Foundation.

Western, J. (1998). Social inequity in Australian society South Melbourne, Macmillan.

Williams, T, Long, P. & Hayden, M. (1993). Year 12 in the 1980s, AGPs, Canberna.