

TITLE PAGE

INFLUENCE OF PARENTAL BACKGROUND ON ACADEMIC ACHIEVEMENT OF PRIMARY SCHOOL PUPIL IN ENGLISH LANGUAGE IN ENUGU NORTH EDUCATIONAL ZONE

BY

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APPROVAL PAGE

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The work embodied in this thesis is original and has not been submitted in part or in full for any other Degree or Diploma of this or any other University.

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DEDICATION

This work is dedicated to the Almighty God for His blessings and to my children Chukwuebuka Franklin Onwuamaeze and Ebubechukwu Jerry Onwuamaeze for their love.

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ABSTRACT

The research study examined the influence of parental background on academic achievement of primary school pupils in English Language in Enugu-North Educational Zone. Three research questions and three hypotheses guided the study. An ex-post-facto research design was adopted for the study. The sample consisted of three hundred and eighty eight primary school pupils from eight schools from the study area. An instrument tagged 'Parental Background and English Language Achievement Test' was used to collect data. Expert judgements were used to ensure face and content validity. The Cronbach Alpha, method was used in determining the internal consistency reliability co-efficient of the Parental Background and English Language Achievement Test. The reliability of the instrument was 0.81 and this went to show that the instrument was reliable. The data collected were analyzed using mean and standard deviation to answer the research question. The t-test statistics was used to test the null hypotheses at 0.05 level of significance. The results showed that the academic achievement of primary school pupils in English Language was influenced by parents' level of education, parents' occupation and parents' residential areas. Among others, it was recommended that parents should endeavour to make out time and resources for their children's academic pursuits.

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CHAPTER ONE

INTRODUCTION

Background of the Study

A home is a place where children live with their parents. It is a place where children learn the norms and values of the society in which they find themselves. Home environment influences the overall development of children, particularly at the formative stage when their minds are highly receptive. It provides the first impression which may last through the whole of their lives. Parents are thus responsible for providing the right home environment that facilitates effective learning for their children (Oladipo, 2009).

According to Wehmeier (2000), a parent is simply a person's father or mother. Thus, parents are caretakers of their off springs and through their influence; they basically mould and shape their children into adults. In a nut shell, parents are their children's first and foremost teachers, guidance counselors and nurturers (O'Connor & Scott, 2007). However, the quality and effectiveness of parenting depends essentially on parental background.

Parental background refers to the overall experience, education and training of parents (Essien, 2002). The background of parents moulds the values, aspirations, emotions, interests and attitudes of their children (Okeke, 2009). According to Essien (2002), what children learn at home and how the family motivates them, contribute to their success in school. Ebong (2015) refers to parental background as a collective terminology comprising social class/status, economic status, educational level, occupation and other factors pertaining to one's parents. From the foregoing, it is seen that the major variables of parental background are education, social class, occupation and experience.

Education is the unilateral and intentional transmission of information, knowledge, skills, morals and values from one person to another (Bruce & Neville, 1979). This definition implies

that education prepares one for life since it is a process of accumulating knowledge for future use. The importance of education is stressed in the opening statement of the National Policy on Education (NPE) where it is maintained that 'education in Nigeria is an instrument par excellence for effecting national development' (FRN, 2004:1). It also reshapes human potentials for desired development. Education involves a pedagogical process which, if properly carried out, should lead to the maturing of the person who has received it, to the extent that he is in a position to think and act meaningfully and in relevant interactions with members of the society for their mutual benefit (Etuk , Ering & Ajake, 2012). Parents play significant roles in the educational development of an individual. How this task is effectively carried out depends, to a large extent, on parents' level of education.

According to Bakker, Denessen and Brus-Laeven (2007), parents' education provides opportunities for parents to discover their own strengths, enhance their parenting skills and life competencies and learn more about their children's cognitive, literacy and developmental growth. Parents, armed with adequate education, often get gainful employment. Thus, with their level of income and exposure, they are better disposed to procure educational materials for their children. Without doubt, a child surrounded with good magazines, books, as well as intelligent discussions could be expected to develop different and perhaps, better vocational interests than a child not exposed to those things (Onyejiaku, 1987).

Parents' education is an important index of socio-economic status which determines children's educational and behavioral outcomes (Osunloye, 2008). Singh in Igbo, Okafor, & Eze (2014) asserted that the education of parents can help their children develop proper personality characteristics as well as equipping them better to adjust socially and academically. Parents' education could affect the attitude of their children to school work. According to the European

Union Monitoring Report (2013), those children whose parents have a tertiary level of education perform, on average, significantly better than those whose parents have only basic schooling.

Provision of educational facilities is an important way through which parents encourage their children to learn. Educational facilities are the facilities provided to students so that they can use every opportunity to develop their full potentials. Educational facilities include buildings, fixtures and equipment necessary for the effective and efficient learning and operation of the program of education. According to Abdulkareem and Fasasi (2009), educational facilities refer to non-human and non-financial resources which include all movable and immovable materials which are used for teaching, learning and other school activities.

Children whose parents are illiterates often lack home encouragement because, as they rarely provide their children with needed textbooks, they are discouraging them from learning. David (2007) stated that textbooks and other learning materials at home aid studies after normal school teaching. Students from illiterate parents lack assistance because of their parents' illiteracy and ignorance. Such parents rarely motivate, reinforce, give reward or punish their children on their academic performance which would have forced them to be serious with learning. On the other hand, literate parents have interest in their children's academic performance. They struggle to provide their children with needed materials and give them adequate encouragement. They provide adequate motivation and reward when the children perform well in class assignments, tests and examinations. Having known the importance of education, they draw a reading time-table for their children and also arrange for part-time teachers to teach their children.

Just like parents' education level, different occupations engaged by parents could influence their children's academic achievement. According to Ahukannah, Ndinechi and Arukwe (2009), occupation is any productive activity in which a person is engaged permanently

and which occupies his productive time. It is likely that mothers or fathers who engage in menial jobs like sewing, petty trading, hair dressing, farming, catering, among others may not have enough time for their children. In addition, some of such parents may want their children to toe the line of their trade and may, as a result, not bother to lay much emphasis on the early intellectual development of their children, assuming they know how. Others who work in places like banks or hospitals as doctors or nurses may also not have time for their children. This could influence the vocabulary and communication skills of such children and consequently, their academic achievement. On the other hand, parents in certain lines of work may be better placed and equipped to transmit a certain level of diligence, focus, work ethics and other skills that may be of advantage to their children's academic achievement. For this study, parental occupation means parents' usual work especially as a means of earning a livelihood.

In addition, the locations of parents' residential areas play significant roles towards their children's academic achievement. Ngwoke and Eze (2004) opine that any environment that consists of human behavior, especially social behavior which is acquired through the process of interaction with the environment could be taken as one's area of residence. Also, Onuoha and Emeh (2008) explained that area of residence signifies the environment which can be referred to as the conditions, circumstances affecting a person's life. Location of parents' residential area poses serious challenges to their children's education. For instance, parents living in parts of cities thickly populated by poor people characterized by insufficient accommodation, very poor environments that lack basic amenities like water, electricity, good roads, good schools, medical care are naturally under stress and alienated from academic interest (Onuoha & Emeh, 2008). This is because the parents are all the time struggling for basic needs while the children suffer academic neglect. For this study, area of residence refers to where one lives and can be located.

A child is generally a human between the stages of birth and puberty (Bisht, 2008). According to Article 1 of the United Nations Convention on the Rights of the Child (CRC), "a child means every human being below the age of 18 years unless, under the law applicable to the child, majority is attained earlier". Children are important assets of the society. Thus, learning experiences are provided with a view to training them to be useful members of the society. All round development of the personality of children is the goal of education. Children are ultimately influenced by factors surrounding them. In fact, what a child becomes is not solely determined by his genetic endowment but also by the environmental forces operative around him/her (Mishra & Bamba, 2012). Family and school are two major agents that determine and direct the nature and quality of children's educational experiences and development. The complementary role of the two agents in child upbringing is aptly captured by the authors. Mishra & Bamba, (2012: 43) state, "It is a common and plausible assumption that families prepare and reinforce the symbolic attribution required by schooling and that schooling builds upon and elaborates the symbolic resources derived from family membership." The family has the potential to influence a child's academic achievement because it is the first environment he or she is exposed to. The initial experience that moulds the values, aspirations, emotions, interests and attitudes a child exhibits are offered by the parents/family (Okeke, 2009). It is this experience they acquire that helps them in their transition from the home to the first level of education which is pre-primary education.

Pre-primary education is the first level of education which a child undergoes before he/she moves on to other levels starting with primary education. Primary education is officially regarded as the foundation level of the educational system in Nigeria. Primary education runs for six years and is aimed at developing basic literacy, numeracy, communication skills and transmission of the culture of the people to younger generations (Durosaro, 2005). It is very

important in the Nigerian educational system for a number of reasons. One, it is the only link between pre-primary education and secondary education system. Two, it has the highest patronage because it takes in successful beneficiaries of the former and supplies entrants into the latter. Finally, it is generally regarded as the very foundation upon which the other strata of the educational systems are built (Olaniyan & Obadara, 2008). It is in primary schools that the foundation for academic achievement is laid after the home.

The term academic achievement is usually associated with the standard an individual attains in educational exercise. Academic achievement is measured in relation to what is attained at the end of a course since it is the accomplishment of medium or long term objectives of education (Ganai & Mir, 2013). What is important is that the test should be a standardized test to meet national norm. Academic achievement is also perceived as excellence in all academic disciplines, in class as well as in co-curricular activities. It includes excellence in sporting behaviour, confidence, communication skills, punctuality, arts, and culture, among others, which can be achieved only when an individual is well adjusted (Huitt, Huitt, Monetti, & Hummel (2009) Academic achievement is not just a school issue. Other factors beyond the classroom such as parenting practices, young children's nutrition and breastfeeding; children and adolescents connection with long-term mentors, family functioning and quality of education after-school, among others can affect whether children and youth excel academically (Boccanfuso, Moore & Whitney, 2010). The most common indicator of achievement generally refers to pupils' performance in academic areas such as English Language, as measured by achievement tests.

English Language is an essential pre-requisite for propelling the educational wheel of Nigeria. It is a medium of instruction, a compulsory and core subject that must be offered and passed at all levels of education in Nigeria's educational system. Success in any form of

education, training and work generally depends on the ability to comprehend and use the English Language effectively and proficiently. Realizing the importance of English Language for enhancing academic achievement as well as improving communicative competence, the Nigerian government has made it a core and compulsory subject which must be passed at credit or distinction level, in addition to other subjects, to be able to gain admission into higher institutions. The main aim of teaching English Language in our schools is to equip pupils with the techniques of reading, listening, writing and speaking which are the four basic skills needed in language learning (Odesina & Ikegulu, 2002).

Looking carefully at these aims, it can be seen that the efforts of the Nigerian educational system at improving the quality of English Language in our schools are not yielding substantial results because inefficiency and poor academic performance have persisted (Falayajo, 1997; Ogbemudia & Aiasa, 2013). In Nigeria today, there has been a continuous high rate of failure in English Language at both internal and external examination. To illustrate this, available records of Junior WAEC results between 2012 and 2013 indicate a downward trend in academic achievement of school children. Their achievement level, based on the statistics presented by the WAEC boss, indicates that in 2012, 749,156 candidates which represents 36.81 percent of the total candidates who sat for the exam had credit pass and above in English Language. In 2013, the figure reduced to 630,270 candidates which represent 33.57 percent (WAEC, 2013). This has remained a source of great concern to educationists, guidance counselors, Parents, professionals, academicians and other stakeholders alike are worried that primary school leavers cannot effectively communicate skills learnt to a reasonable degree of proficiency. This ugly development which has posed challenges to learners at all levels is attributed to inadequate attention by parents. The challenges are even greater at the initial stages of education where the learner is expected to know the fundamentals of English Language in order to make a good start.

Scholars like Fakeye (2010) opined that language development begins at birth and centers on the child's interactions with his or her parents. What this implies is that home environment determines and shapes children's language development. One of the home environmental factors that significantly impact on the language development of children is parents' education. It is against this background that the researcher decided to investigate the influence of parental background on the academic achievement of primary school pupils in English Language in Isi Uzo Local Government Area, Enugu North Education Zone of Enugu State.

In Isi Uzo Local Government Area, the performance of primary school pupils in English Language in internal examinations is abysmally poor. The Three-Year Middle Basic Education Continuous Assessment/Examination Scores for Transition into Upper Basic School shows that less than ten percent of primary six pupils in Isi Uzo Local Government Area scored fifty percent and above (Examination Development Centre, Enugu State Ministry of Education, 2014). Poor knowledge of English Language, particularly the skills of writing and speaking is on the increase. Lack of sound linguistic basis hamper further learning in secondary, vocational and tertiary institutions since English Language is the medium of instruction. There is a high rate of boys' and girls' drop-out from school and secondary school leavers not being able to secure either admission into tertiary institutions or meaningful jobs due to their inability to comprehend and use the English language proficiently. In addition, boys of school age are into commercial motor-cycle transportation, known as *okada*. In view of this, the researcher was motivated to examine the influence of parental background on academic achievement of primary school children in English Language in Isi Uzo Local Government Area.

Statement of the Problem

Parents are major persons involved in raising their children. Whatever parents possess in terms of skills, knowledge and expertise, they bring to bear in raising their children. Poor

parental care with gross deprivation of social and economic needs usually result in poor academic performance of children. In Isi Uzo Local Government Area, the natives are predominantly peasant farmers and petty traders with little or no formal education. Parents leave early in the morning and come back late in the evening taking care of their farms or their businesses. Pupils, after school hours, help their parents in carrying the farm produce home and to the market, especially on *Afor* market days. During farming season, pupils abandon classes for farming in order to assist their parents. As a result, pupils neither study nor do their English Language assignments at home since they often spend their time assisting their parents to make both ends meet. Poor knowledge of English Language, particularly the skills of reading and writing are on the increase. They rarely speak correct English. This lack of basic literacy skills hampers further academic pursuits. This has resulted in a high rate of attrition of boys and girls since they fail to make their papers in WASSCE and NECO and do not pass examinations into higher institutions of learning. One wonders why pupils not only perform poorly in English Language examinations but also lack sound linguistic and communicative skills. Could it be as a result of their parents' background? It is against this background that the researcher sought to investigate the influence of parental background on academic achievement of primary school pupils in English Language in Isi Uzo Local Government Area, Enugu North Education Zone of Enugu State.

Purpose of the Study

The general purpose of the study was to examine the influence of parental background on the academic achievement of primary school pupils in English Language in Isi Uzo Local Government Area, Enugu North Education Zone. Specifically, the study sought to:

1. Determine the extent to which parents' level of education influences the academic achievement of primary school pupils in English Language.
2. Find out the extent parents' occupation influences the academic achievement of primary school pupils in English Language.
3. Determine the extent parents' residential areas influence the academic achievement of primary school pupils in English Language.

Significance of the Study

This study has both theoretical and practical significance. The study is anchored on Parental Attachment Theory propounded by Bowlby in 1988. Parental Attachment Theory reveals that a child develops a strong emotional bond with another person (caregiver) during childhood with lifelong consequences. The theory explains emotional development of children as well as providing useful and reasonable insights for parents and guardians on the need to form secure attachment bond with their children. The study will either affirm or refute the theory.

The study will be beneficial to the following: parents, the Nigerian government, teachers, curriculum planners and other students.

This study will be of enormous importance to parents. The findings of the study will enable parents understand that their level of education influence academic achievement of their children in English language. This work will enable them have clear definition of their roles, particularly encouraging positive parents/child relationship as well as providing adequate learning aids at home.

This study will be of immense benefit to the government. The findings, when placed in government gazette, will enlighten the Nigerian government on the influence of parents' background on academic achievement of primary school children in English Language and the

major roles expected of the governments in terms of funding, supervision, planning, personnel management and maintenance of primary schools in the country.

The results of the study, when communicated to teachers through organized conferences and seminars, will sensitize the teachers to pay adequate attention to individual differences as they carry out their pedagogical activities in the classroom. They will see their areas of weaknesses and improve on them after attending conferences.

The significance of this study to curriculum planners is that it will serve as a guide to them in policy making and in planning educational strategies for Nigerian pupils.

Finally, this study, when kept in both the departmental and school library, will serve as a guide to students and other researchers who may wish to carry out further inquiries in this area or similar areas.

Scope of the Study

The scope of this study was limited to Isi Uzo Local Government Area, Enugu North Education Zone. The content scope of this study was limited to finding out the influence of parents' level of education on academic achievement of primary school pupils in English Language, the influence of availability of educational facilities at home influence on academic achievement of primary school pupils in English Language, and the influence of parents' involvement on academic achievement of primary school pupils in English Language.

Research Questions

The following research questions guided the study:

1. To what extent does parents' level of education influence the academic achievement of primary school pupils in English Language?
2. To what extent does parents' occupation influence the academic achievement of primary school pupils in English Language?

3 To what extent do parents' residential areas influence the academic achievement of primary school pupils in English Language?

Hypotheses

The following hypotheses guided the study and will be tested at 0.05 level of significance:

1. There is no significant difference in the mean responses of primary school pupils on their academic achievement in English Language based on their parents' level of education.
2. There is no significant difference in the mean responses of primary school pupils on their academic achievement in English Language based on their parents' occupation.
3. There is no significant difference in the mean responses of primary school pupils on their academic achievement in English Language based on their parents' residential areas.

CHAPTER TWO

REVIEW OF LITERATURE

The chapter reviews literature related to this study. It is organized under the following sub-headings: Conceptual framework, theoretical framework, review of empirical studies and summary of literature review.

Conceptual Framework

Concept of Child

Concept of Primary Education

Concept of Parental Background

Concept of Parents' Occupation

Concept of English Language

Concept of Academic Achievement

Theoretical Framework

Parental Attachment Theory

Social Cognitive Theory

Review of Empirical Studies

Studies on parents' level of education and academic achievement in English Language

Studies on parents' occupation and academic achievement

Studies on parents' residential areas and academic achievement

Summary of Literature Review

CONCEPTUAL FRAMEWORK

Concept of Child

A child is generally a human between the stages of birth and puberty (Bisht, 2008). Meanwhile, Boakye-Boaten (2010) opines that the concept of child as it exists today began to crystallize around the 17th and 18th centuries. According to Article 1 of the United Nations Convention on the Rights of the Child (CRC:iv), a child means every human being below the age of 18 years unless, under the law applicable to the child, majority is attained earlier. Similarly, the International Labour Organization (2009) defines a child as a person below the age of 18 years and any works in circumstances that either limit or completely denies him/her access to education is considered harmful. Children are important assets of the society.

Thus, learning experiences are provided with a view to training them to be useful members of the society. All round development of the personality of children is the goal of education. Children are ultimately influenced by factors surrounding them. In fact, what a child becomes is not solely determined by his genetic endowment but also by the environmental forces operative around him (Mishra & Bamba, 2012). Family and school are two major agents that determine and direct the nature and quality of children's educational experiences and development. The complementary role of the two agents in child upbringing is aptly captured by Mishra & Bamba, (2012: 43). According to the authors, "It is a common and plausible assumption that families prepare and reinforce the symbolic attribution required by schooling and that schooling builds upon and elaborates the symbolic resources derived from family membership."

Furthermore, Boakye-Boaten (2010) sees a child as one evolving from a state of invisibility to the center-stage with training and other support systems compensating for the perceived fragility of the child. To him, the childhood stage is a period marked by rise of sacred

responsibility of the parents towards their children through teaching of religious moral and spiritual responsibility.

The family has the potential to influence a child's academic achievement because it is the first environment he or she is exposed to. The initial experience that moulds the values, aspirations, emotions, interest and attitudes a child exhibits are offered by the parents/family (Okeke, 2009). What the child learns at home and how his family motivates him towards education contributes to the child's success in school (Essien, 2002).

Concept of Primary Education

Education is a medium of knowledge and skill acquisition and a veritable instrument for nation building. In the opening statement of the National Policy on Education (NPE) (FRN: 2004:1), the importance of education is highlighted. According to the document, 'education in Nigeria is an instrument for excellence for effecting national development.' Government's interest in issues concerning education is to ensure that the needs and aspirations of individuals as well as the society are met. According to Adesina (2011), education is a major force in economic, intellectual and socio-cultural empowerment. It has the capacity to bring about character and attitudinal change as well as reshape human potential for desired development. Etuk, Ering and Ajake (2012) opine that education involves a pedagogical process which, if properly carried out, would lead to the maturing of the person who has received it, to the extent that he/she can think and meaningfully interact with other members of the society to their mutual benefit.

Education is one of the fundamental human rights. The right to education is guaranteed in both international and regional human rights instruments. The United Nations General Assembly acknowledged that the inherent dignity and the equal and inalienable rights of all members of the

human family is the foundation of freedom, justice and peace in the world. In 1948, it adopted the Universal Declaration of Human Rights, proclaiming the Declaration:

As a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

This declaration thus indicates that the United Nations recognizes that education is the only tool that can actualize equal and inalienable rights of all members of the human family. Article 26 of the Universal Declaration of Human Rights states that:

Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

Parents have a prior right to choose the kind of education that should be given to their children.

In 1966, the International Covenant on Economic, Social and Cultural Rights (ICESCR), provided for the right to education. Article 13 states that 'education should contribute to the development of the child's personality.' The document further defines specific requirements for various levels of education. The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) adopted in 1979 which came into force in 1981 and the Convention on the Rights of the Child (CRC) adopted in 1989 and which equally entered into force in 1990

also recognize the right of every child to quality education (Abdullah, 2000). At the regional level, the African Union in 1981 upheld the right to quality education. Article 17(1) of the African charter of Human and People's Rights states that 'everyone shall have the right to education.' The provisions of these human rights instruments require state parties to make quality education available, accessible, acceptable and adaptable.

Nigeria's ratification of the International Covenant on Economic, Social and Cultural Rights (ICESCR) in 1993 guarantees its citizenry the ESC rights as outlined in the covenant. This includes the right to education (Abdullah, 2000). In addition, Nigeria is a signatory to the 2000 World Education Conference and the 6 Dakar Goals towards Achieving Education for All (EFA). The Nigerian government has established a National Education for All (EFA) Co-ordination unit under the Federal Ministry of Education with a mandate to prepare a national action plan for the delivery of EFA goals in Nigeria. The Nigerian government also launched the Universal Basic Education Act (2004) which, together with the Child Act, is to provide the legal framework for the implementation of the programme which makes basic education free and compulsory.

Education has to do with the development of individual potentials. It also develops an individual's sense of responsibility. Education is often described as the best investment as educated individuals will be able to secure good jobs and increase national productivity. Education prepares one for life and it is a process of accumulating knowledge for future use. In sum, the writer sees education as the unilateral and intentional transmission of information, knowledge, skills, morals and values from one person to another.

Primary education is the first level of education. It is the education which children receive from the age of 6 years to 11 years plus. Primary education, as the foundation level of the educational system, runs for six years. The history of primary school in Nigeria dates back to 164

years ago, precisely 1843 (Olaniyan and Obadara, 2008). Primary education is aimed at developing basic literacy, numeracy, communication skills and transmission of the culture of the people to younger generations (Durosaro, 2005). Primary education is valued very highly for preparing learners for secondary education, world of work, scientific and technical application of knowledge and life skills (Onzima, 2010). It is very important in the Nigerian educational system for a number of reasons. One, it is the only link between pre-primary education and secondary education systems. Two, it has the highest patronage because it takes in successful beneficiaries of the former and supplies entrants into the latter. Finally, it is generally regarded as the very foundation upon which the other strata of the educational system are built (Olaniyan & Obadara, 2008).

Clearly, the last one decade or so has witnessed great involvement of the governments in the management of primary education system. The federal government has the Federal Ministry of Education. This Ministry has the Department of Primary Education. Besides, there is the Universal Basic Education Commission. At the state government level, there is a Ministry of Education having a department that has oversight function over primary education.

Primary education in Nigeria has passed through different times. In the formative period, 1843-1882, the system was in the hands of the various Christian missions. During the time, the teaching staff comprised the missionary, his wife and other employee(s). No consideration was paid at teacher quality. There was no barrier, whatsoever, to admission of students either. Imparting and acquisition of knowledge took place in the same building used for religious service. The colonial masters came up the stage between 1882 and 1940. Between 1954 and 1960, the regional governments were, to a very large extent, self-governing (Etuk, Ering & Ajake, 2012). Each regional government made laws essentially to regulate the primary education system. The Western and Eastern Regional Governments, for instance, enacted laws, among

other things, for the free, Universal Primary Education (UPE) schemes launched in 1955 and 1957, respectively (Etuk *et al.*, 2012).

Since, independence, primary education has, for most of the times, been placed in the concurrent legislative list. It was made free, universal and compulsory throughout the country with effect from September 1976. In 1999 (23 years after the launching of the Universal Primary Education scheme), primary education was made an integral part of a 9-year basic education programme. Five years later, precisely March 18, 2004, the National Assembly passed the Universal Basic Education Bill. It was signed into law by the President two months after (Onzima, 2010).

Primary school pupils are children usually between the ages of 6 and 14 years who are still undertaking primary education in the primary schools. Most of these pupils, especially in primaries 1 to 3 are still usually tender and require extra attention from their teachers to enable them cope with primary education. Those in primary 1 who are just coming in from the nursery schools require much more care and attention.

Concept of Parental Background

Section 576 of the United Kingdom Education Act of 1996 in Abdullah (2000: np) defines parent as: all natural parents, whether they are married or not; any person who, although not a natural parent, has parental responsibility for a child or young person; any person who, although not a natural parent, has care of a child or young person. Having care of a child or young person means that a person with whom the child lives and who looks after the child, irrespective of what their relationship is with the child, is considered to be a parent in education law.

Thus, having parental responsibility means assuming all the rights, duties, powers, responsibilities and authority that a parent of a child has by law. Parents are the earliest and closest mentors of their children. The views, values, and attitudes of parents have an enormous impact on their children's development (Lam, 2003). Effective parent education is, therefore, essential. Parent education is viewed as a process of imparting appropriate knowledge and skills to parents to improve parent-child relationships and consequently, children's development (Mahoney, Kaiser, Girolametto, MacDonald, Robinson, Safford & Spiker, 1999). The aim is to train parents to be more effective teachers of their children. Parents' education practices, operating from this perspective, view parents as the agents and children as the targets of change (Patterson, Reid & Dishion, 1992). According to the *Webster's New World Dictionary* (1988, p.432), education is 'the process of training and developing the knowledge, skill, mind and character'.

Parental background refers to the overall training, social class, education and experience of parents (Essien, 2002). This is because family is the first environment of the child. The background of parents moulds the values, aspirations, emotions, interest and attitudes of their children (Okeke, 2009). What the child learns at home and how his family motivates him towards education contributes to the child's success in school (Essien, 2002). Ebong (2015) refers to parental background as a collective terminology comprising of social class/status, economic status, educational level, occupation and other factors pertaining to one's parents. From the foregoing, it is seen that the major variables of parental background are education, social class, occupation and experience.

In addition, the locations of parents' residential areas play significant roles towards their children's academic achievement. Ngwoke and Eze (2004) opine that any environment that consists of human behavior, especially social behavior which is acquired through the process of

interaction with the environment could be taken as one's area of residence. Also, Okendu (2009) explained that area of residence signifies the environment which can be referred to as the conditions, circumstances affecting a person's life. Location of parents' residential area poses serious challenges to their children's education. For instance, parents living in parts of cities thickly populated by poor people characterized by insufficient accommodation, very poor environments that lack basic amenities like water, electricity, good roads, good schools, medical care are naturally under stress and alienated from academic interest (Onuoha & Emeh, 2008). This is because the parents are all the time struggling for basic needs while the children suffer academic neglect. For this study, area of residence refers to where one lives and can be located.

A child

Concept of Parents' Occupation

Occupation refers to a person's usual or principal work or business especially as a means of earning a living. Ahukannah, Ndinechi & Arukwe (2009) defined occupation as any productive activity in which a person is engaged permanently and which occupies his productive time. Occupation is important, according to Chang (2010) in influencing the skills, values and priorities that could be transmitted by parents to their children and perhaps alter their general aspirations and particularly, academic pursuit in life. Parents' occupation refers to parents' usual or principal work or business from where they earn their living. Parents' occupation classes often determine their ways of rearing children, disciplining children and reacting to their children. These differences in occupation influence the average tendencies of families for different occupational classes.

According to Yee and Eccles (2008), different disciplines engaged in by parents through their various types of education have different emphases on the education of their children. If parents have less income, they work many hours to acquire the basic necessities for their children and cannot have time to spend with their children. It therefore appears that career modeling from parents could make a noticeable impression on children's intellectual development. For instance, parents who are engaged in menial jobs like hair dressing, sewing, petty trading, farming, and catering, among others are more likely to have less contact hours with their children (Akinsanya,

Ajayi & Salomi, 2011). This can affect the academic achievement of their children. Also, such parents will most likely want their children to toe the line of their trades and as a result, may not bother much to lay much emphasis on the early intellectual development of their children.

Concept of English Language

The English Language is an essential pre-requisite for propelling the educational wheel of Nigeria. Joseph and Joshua (2010) added that the government, having recognized the importance of English Language for enhancing educational attainment as well as for improving communicative competence and ability of citizens, has made it a core and compulsory subject in Nigerian schools. The English Language continues to be a medium of instruction for all subjects from the primary to tertiary levels in Nigeria. It is a medium of instruction, a compulsory and core subject that must be offered and passed at all levels of education in Nigeria's educational system. It is therefore obvious that without a thorough mastery of the language, it is not possible to have a sufficient firm grasp of what the learner has to learn. The knowledge of English Language helps in understanding other school subjects since it is used to teach all other subjects except local languages. Good foundation of the language paves way for success in life.

The objectives of the English Language, according to Odesina and Ikegulu (2002) include providing pupils with a sound linguistic basis for further learning in secondary, tertiary and vocational institutions; equipping school learners with a satisfactory level of proficiency in English Language usage in their places of work; promoting the art of spoken English as medium for national and international communication; enhancing and developing further the various skills and competence already acquired at primary and junior secondary education levels. The importance of English Language as a school subject derives mainly from its utilitarian value to the larger Nigerian society. Salami (2002) emphasized the importance of English Language in improving communication among the various ethnic groups in Nigeria. The writer further

highlighted the need for improving the quality of spoken and written English Language among school children.

Inefficiency in English Language invariably leads to poor academic performance (Falayajo, 1997). Thus, emphasis is placed on the passing of English Language at credit or distinction level, in addition to other subjects, to enable any candidate gain admission into a higher institution of learning or be placed well in a good white collar job (Iroegbu, 2006). In recognition of the importance of English Language for enhancing educational attainment as well as for improving communication abilities of citizens, the government made the subject a core subject (FRN, 2004). This explains why many parents go out of their way to see that their children pass at credit level or above in English Language.

Concept of Academic Achievement

Academic achievement is a term connected with education, especially studying in schools and involving a lot of reading and studying. Achievement is sometimes characterized by the degree of inference required on the part of the student to give a response and by reference to a cognitive process made explicit by relevant measurement tools (Algarabel & Dasí, 2001). Algarabel and Dasí further noted that the achievement construct is related, at least moderately, to aptitudes as defined by psychometric tests.

The term academic achievement is usually associated with the standard an individual attains in an educational exercise. Academic achievement is measured in relation to what is attained at the end of a course, since it is the accomplishment of medium or long term objectives of education (Ganai & Mir, 2013). What is important is that the test should be a standardized test to meet national norm. According to Muola (2010), academic achievement is used to mean pupils' need or drive towards the achievement of success in academic work. It is assumed that people differ in their need for achievement in situations that call for excellence. Muola (2010)

further argued that the urge for achievement varies from one individual to the other. For some, the need for achievement is very high while, for others it is very low. The writer also added that achievement motivation is learnt through the socialization process. Those who have high achievers as their role models in their early life experience would develop a high need for achievement, while those who have low achievers as their role models will hardly develop the need for achievement.

Academic achievement is also perceived as excellence in all academic disciplines, in class as well as in co-curricular activities. It includes excellence in sporting behaviour, confidence, communication skills, punctuality, arts, culture and the like which can be achieved only when an individual is well adjusted (Huitt, Huitt, Monetti, & Hummel (2009). For Cunningham (2012), it is not easy to define, quantify and measure students' academic achievement. The most common indicator of achievement generally refers to a student's performance in academic areas such as reading, language arts, mathematics, science and history as measured by achievement tests.

On the other hand, Boccanfuso, Moore and Whitney (2010) investigated factors that may enhance academic achievement and posit that promoting educational achievement and attainment is not just a school issue. Many factors beyond the classroom can affect whether children and youth excel academically. The writers also noted that within school standards, practices, staffing and curricula are clearly vital to raising the academic achievement of the students. Addressing non-school factors could augment efforts being made in schools. To this end, the writers brought together findings from a variety of research resources, including rigorous program evaluations to identify 10 non-school factors that affect educational outcomes which can be addressed through out-of-school-time programs. These include unintended pregnancies; prenatal and postnatal maternal health; parenting practices among parents of infants and young children. Others are young children's nutrition and breastfeeding; quality and availability of educational childcare,

preschool, prekindergarten, and full-day kindergarten; children and adolescents connection with long-term mentors. Others still are parenting practices among parents of school-age children and teens; family functioning, quality of education after-school and summer programs; and social skills and delinquency among adolescents.

According to Okendu (2009), parents, education levels have serious impact on their children's academic achievement. This could be because, knowing the importance of education, such parents will have the dispositions and attitudes towards providing a literacy rich home environment for their children. In line with the foregoing, Seneschal and Lefevre (2002) stressed that educated parents motivate their children's academic achievement by making their environments rich with interesting activities that would arouse their curiosity and offer moderate challenges. Contrarily, Selvam (2013), in a study discovered that academic achievement of children is not necessarily influenced by parents' education level. Selvam posits that evidence abound of children from homes with illiterate parents performing as well as, and sometimes better than children from homes with educated parents.

According to Bandura (1997), academic achievement consistently relates to positive identity structures, which encompass self-esteem, self-efficacy and motivation. Similarly, Zimmerman (2001) avers that academic achievement can also be defined as self-regulated learning, including excellence in sports, arts, culture, behavior, confidence and communication skills. It shows how learners control their emotions, feelings and actions in order to excel academically. Academic achievement is an important parameter for measuring success pupils (Tenibiaje, 2009). Summarily, the writer defines academic achievement as the score attained by an examinee in an administered standardized test. Academic achievement of pupils reveals the degree to which the learning objectives are being realized.

Theoretical Framework

This study was anchored on two theories. These include: Parental Attachment Theory and Social Cognitive Theory.

Parental Attachment Theory

Propounded by Bowlby in 1988, parental attachment theory states that a child develops a strong emotional bond with another person (caregiver) during childhood with lifelong consequences. According to the theorist, sensitive and emotionally available parenting enables the child to develop a secure attachment style which fosters a child's socio-emotional development and well-being. On the other hand, less sensitive and emotionally available parenting or neglect of the child's needs may result in insecure forms of attachment style, which is a risk factor for many mental health problems.

The theory is relevant to this study because it explains emotional development of children. The theory equally provides useful and reasonable insights for parents and guardians on the necessity of forming secure attachment bond with their children. Such bond enables children develop emotional stability later in life. What this implies is that parents and guardians should learn to understand the biological and psychological needs of their children and avoid unrealistic expectations of their behaviour. By so doing, parents would avoid frustration that occurs when they expect things beyond their children's capacity.

Social Cognitive Theory

Social cognitive theory was developed by Vygotsky in 1978. The theory essentially tries to explicate the influence of the external environment on an individual's cognitive development. The relationship between the individual's environment, academic achievement and general cognitive development is the focus of the theory. A fundamental feature of social cognitive

theory is that student learning is not viewed as a simple process of information transfer from a source such as teacher or parent but often involves an active social interaction in which knowledge is acquired via discovery and experiment. The work of Vygotsky gives particular attention to the inter-relationships between macro-social (cultural-historical) and micro-social (interpersonal) influences on academic achievement and cognitive development, and external influences on learning in a broad sense.

The social world as defined by Vygotsky considers not only the interpersonal interactions between say, a student and teacher or student and peer but also the broader socio-cultural and historical influences on learning and the learning environment. The underlying tenets of Vygotsky's theory on cognitive development can be summarized to include the significance of culture, the role of a principal proponent of culture and the student's relationship with (and development within) this social (cultural) world.

Specifically, Vygotsky postulated the notion of a Zone of Proximal Development (ZPD) which defines the difference between the child's independent learning accomplishments, and accomplishments under the guidance of a person who is more competent at the specific task at hand. Vygotsky particularly viewed adults, rather than peers, as key in this relationship, perhaps because adults are more likely to be truly competent in the task and thus less likely to cause regression rather than progression in the collaboration.

Furthermore, Vygotsky viewed the individual in the social context as the unit of analysis in development rather than the sole individual. In other words, whilst the internalisation of thoughts, attitudes, and beliefs has been widely accepted to be socially influenced, further higher mental development is postulated by Vygotsky to be inseparably dependent upon social interactions. Indeed, new understanding is not necessarily viewed as an external feature to be

adopted by the student but something which is created in the process of the social (teaching) interactions.

This theory is well suited for the present study because it conceives the individual's environment as including the physical attributes and social interactions in which the individual exists and functions. More so, it posits that the environment influences the individual's overall development. Therefore, in applying this theory to the study, the attributes of the home environment, particularly parents' education are considered as a potent force that impacts on the pupils' academic pursuit and achievement in school. Consequently, pupils from educationally supportive home would have higher academic attainment when compared to pupils from less educationally supportive homes.

Review of Empirical Studies

This section reviews some empirical works that have been carried out in the following areas that are related to this study:

Studies on Parents' Level of Education and academic achievement in English Language

In a work by Muruwei (2011) titled "Parents' Level of Education and Senior Secondary Students' Academic Performance in English Language" carried out in Bayelsa State, Nigeria, 250 students from forty secondary schools in Bayelsa State were used as the sample while simple random sampling was adopted as the sampling technique. Descriptive Survey method was used as the research design. Data were collected using a questionnaire. Oral interview and practical observations were used as complementary tools. One null hypothesis was formulated and tested using independent t-test analysis. The result showed that, though parents' level of education affects children's academic performance, other variables such as facilities and the learning

environment are also very important. The study is related to the present study because it used questionnaire to assess the influence of parents' level of education on academic performance of senior secondary students in English Language in Bayelsa State. The difference is that the present study used *ex-post-facto* research design to assess the influence of parental background on academic achievement of primary school pupils in English Language in Isi Uzo Local Government Area of Enugu State.

In a study titled 'The Relationship between Parental Education and Student Achievement', Selvam (2013) investigated the relationship between parental education and student achievement. The study was carried out in Taluk, Namakkal District in Tamil Nadu of Malaysia. A survey design was adopted while a sample of 150 students was used. Stratified Random sampling technique was utilized. One null hypothesis was stated for empirical testing. Questionnaire was used as instrument for data collection while statistical techniques, mean, SD, t -test and average were used as methods of data analysis. The result revealed that there is no significant difference between male and female higher secondary school students with respect to the influence of parents' education. It also indicated that there is no significant difference between rural and urban higher secondary school students as regards the influence of parents' education. Again, it demonstrated that there is a significant difference between government and private higher secondary school students with regard to the influence of parents' education. It equally revealed that there is no significant difference between literate and illiterate fathers of higher secondary school students with respect to the influence of parents' education. Finally, the result showed that there is no significant difference between literate and illiterate mothers of higher secondary students with respect to the influence of parents' education. This study adopted questionnaire to investigate the relationship between parental education and student achievement in Taluk, Namakkal District in Tamil Nadu and, therefore, is related to the present study.

However, both studies differ because the present study used *ex-post-facto* research design to assess the influence of parental background on academic achievement of primary school pupils in English Language in Isi Uzo Local Government Area of Enugu State.

Studies on parents' occupation and Academic Achievement

In a work titled "Home and School Factors as Determinants of Students' Achievement in Senior Secondary School English comprehension in Four South Western States", Adekola (2012) examined the contributions of home factors to students' achievement in senior secondary school English Language comprehension in some states in South Western Nigeria. The study stated three research questions and two null hypotheses to guide the study. Questionnaires (The Home Factor Scale (HFS)) was used to collect data from One thousand and seven hundred students who were randomly sampled. The data were analyzed using stepwise multiple regressions. The result showed that the achievement of students in English Language comprehension could be predicted by the combination of students' home factors. The study is related to the present study because it used questionnaire to examine the contributions of home factors to students' achievement in senior secondary school English Language comprehension in some states in South Western Nigeria. The difference is that the present study examined the influence of parental background on academic achievement of primary school pupils in English Language in Isi Uzo Local Government Area of Enugu State.

Writing on the title "Influence of Home Environment on the Academic Performance of Primary Five Pupils in English Language in Orhionmwon Local Government Area of Edo State", Ogbemudia and Aiasa (2013) investigated the influence of home environment on the academic performance of primary five pupils in English Language. Four variables were considered which include parental academic background, parental economic status, parental marital status and

parental home location. A sample size of 50 primary five pupils obtained from five public primary schools in Orhionmwon Local Government Area of Edo State was used. Sample was selected through simple random sampling technique. Five hypotheses were formulated to guide the study. *Ex-post Facto* research design was adopted. Home Environmental Factor Questionnaire (HEFQ) and Pupils Achievement Test (PAT) in English Language were used for data collection. The dependent t-test and the analysis of variance were used to analyze the data. The result showed that parental academic background, parental economic status, parental marital status and parental home location have significant influence on primary five pupils' academic performance in English Language. The study is related to the present study because it used *ex-post Facto* design, questionnaire and achievement test to examine the influence of home environment on the academic performance of primary five pupils in English Language in Orhionmwon Local Government Area of Edo State. The difference is that the present study examined the influence of parental background (an aspect of home environment) on academic achievement of primary school pupils in English Language in Isi Uzo Local Government Area of Enugu State.

Osuafor and Okonkwo (2013) carried out a research on influence of family background on the academic achievement of secondary school students in Biology in Anambra State. Three research questions and five hypotheses guided the study. A survey design was adopted for the study. 546 Senior Secondary two Biology students were drawn using simple random sampling from 14 schools within Awka, Nnewi and Onitsha Education Zone in Anambra State. Data was collected using a researcher constructed questionnaire and the students' SS1 and SS2 school examination results. The study revealed that parents' occupation had no significant influence on students' achievement in Biology in Anambra State.

The study is related to the current one because both explored the influence of parents' occupation on students' achievement. But while this study was concerned with secondary school students, the current study dealt with primary school pupils.

Ali and Anwar (2014) examined the impact of parents' occupation and family income on children's performance in Southern Punjab. Four research questions and four hypotheses guided the study. A sample of 1500 parents was got through a questionnaire using simple random sampling. All analysis was carried out on Statistical Package for the Social Sciences (SPSS). Chi-square was used to test the effect of parents' occupation and family income on children's performance. The results indicate that parents' occupation and family income have great impact on children's performance. The study is related to the current study because both are concerned with the influence of parents' occupation and family income on children's academic outcomes. However, they differ in their areas of study, research design and instrument.

Studies on parents' residential areas and academic achievement

In a work titled 'Influence of Home Environment on Literacy Skill Development of Nursery school children in Nsukka', Otti (2015) studied the challenges of the Location of parents' residential area on their children's education. Three research questions and three hypotheses guided the study. The design of the study was ex-post facto and the sample consisted of 362 respondents. A researcher developed questionnaire was used to collect data. Mean and standard deviation were used to answer the research questions while t-test statistics were used to test the hypotheses. The findings of the study showed that the location of parents' residential areas significantly influence children's education. The study is related to the present study because both used questionnaire instruments and both focused on primary school pupils.

In a work by Ali (2012) titled “Family Background and Academic Achievement of Junior Secondary Schools Students: Abua/Odua Local Government Area of Rivers State, Nigeria, the impact of family area of residence on academic achievement of junior secondary school students was examined. The study adopted a survey research design, while the targeted population of the study was made up of all students in junior secondary schools in the study area. The sample size was 400 and it was selected using simple random sample. Two research questions and one null hypothesis were stated to guide the study. Questionnaire instrument and the result for third terms 2010/2011 in English Language were used for collecting data. The data collected from the sample were analyzed using t-test and chi-square. The result showed that there is no significant difference in academic achievement of junior secondary school students based on family area of residence using their scores in English Language. The study is related to the present study because it used questionnaire and scores from English Language to examine the influence of family residential background on academic achievement of junior secondary schools students in Abua/Odua Local Government Area of Rivers State. The difference is that the present study examined primary school pupils in English Language in Isi Uzo Local Government Area of Enugu State.

Summary of Literature Review

The review focused on the concepts of child, education, parents, primary education, English Language and academic achievement. The reviewed literature facilitated this study and also helped the researcher to see what others have done and their findings. With regards to the concept of academic achievement, while most scholars stress that academic achievement is a measure of pupils’ success in standardized tests of school subjects, others opine that academic achievement includes pupils’ success in co-curricular activities like sports, culture, arts and so on. The researcher also carried out a theoretical review of Parental Attachment Theory and Social

Cognitive theory which are believed to be relevant to the study. Finally, the researcher reviewed some empirical studies carried out on the influence of parents' education on the academic achievement of their children. However, of all the studies reviewed by the researcher, none specifically examined the influence of parental background on the academic achievement of primary school pupils in English Language in Isi Uzo Local Government Area of Enugu State. This gap informs the researcher's interest to embark on this study.

CHAPTER THREE

RESEARCH METHOD

This chapter deals with the method which the researcher employed in carrying out the study and is organized under the following sub-headings: design of the study, area of the study, population of the study, sample and sampling technique, instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection and method of data analysis.

Design of the Study

The study adopted *ex-post-facto* design in examining the influence of parental background on academic achievement of primary school pupils in English Language in Isi Uzo Local Government Area of Enugu State. *Ex-post facto* research design, as articulated by Asika (2006), is a systematic empirical inquiry in which the researcher has no direct control over the independent variables because they are inherently not easy to manipulate. It is a systematic empirical design in which the researcher does not experiment, control or manipulate the independent variable(s) but starts with the observation of a dependent variable and studies the independent variable in retrospect for its possible relationship to and effects on the dependent variable (Kerlinger, 1977; Asika, 2006; Ofo, 1999).

As explained by Asika (2006), the researcher using the *ex-post-facto* research design can indeed create or contrive a situation that will generate the requisite data for analysis because the design is more inclined to data gathering than to variable manipulation. More so, the advantage of this type of research design is that it is a realistic approach to behavioural science research since experimentation often does not take place in real life situations and may need one type of contrivance of research situation or another.

Area of the Study

The area of study was Isi Uzo Local Government Area of Enugu State. The area has a total of 80 primary schools (ENSUBEB, 2013). The natives are predominantly peasant farmers and petty traders with little or no formal education. The justification for choosing Isi Uzo Local Government Area is that the area has persistently recorded poor performance in English Language in internal examinations, inability to comprehend and use English Language proficiently by school leavers and high rate of boys and girls drop-outs from school. Since the natives are mostly peasant farmers and petty traders with little or no formal education, the researcher wanted to know whether the parents' level of education influences academic achievement of primary school pupils in English Language.

Population of the Study

The population of this study comprised of all primary school pupils in all the eighty (80) public primary schools in Isi Uzo Local Government Area of Enugu State. These 80 public primary schools have a population of 12,665 pupils (ENSUBEB, 2014) see Appendix A.

Sample and Sampling Technique

A sample size of three hundred and eighty-eight (388) was used for the study and was determined using the Yamani (1973: 727-728) formula. Simple random sampling technique was adopted to draw eight (8) schools (i.e. 10 percent of the total number of schools) from the study area, from which 388 pupils were selected using cluster sampling. The researcher adopted simple random sampling technique in selecting the schools so as to ensure that the entire primary schools in the study area are given equal and independent opportunity of being included in the sample. Furthermore, cluster sampling method was employed to select pupils of primary one (1) to primary (6) from the eight (8) selected public primary schools in the study area to ensure every class level (that is, primary 1 to 6) participated in the research. Cluster sampling method,

according to Ofo (1999) is used when the population is large and widely spread. A cluster is made up of any intact group with similar characteristics like classrooms. Accordingly, the researcher used cluster sampling in selecting pupils from primary one to six so ensure adequate representation of all the classes.

The Yamani (1973: 727-728) formula used in determining the sample size is expressed below:

$$n = \frac{N}{1 + N(e)^2}$$

n = sample size
 N = Population
 1 = Constant
 e = Allowable margin of error

$$n = \frac{12,665}{1 + 12,665 (0.05)^2}$$

$$n = \frac{12,665}{1 + 12,665 \times 0.0025}$$

$$n = \frac{12,665}{1 + 31.66}$$

$$n = \frac{12,665}{32.66} = 387.8$$

$$N = 388 \text{ approximately}$$

Instrument for Data Collection

The instruments for data collection for this research were questionnaire designed by the researcher titled óParental Background Questionnaire (PEQ) and English Language Achievement Test (ELAT) adapted from Common Entrance Examination. The Parental Background Questionnaire (PEQ) is based on four (4) point rating, that is, A Very Great Extent (VGE), Great Extent (GE), Little Extent (LE) and Very Little Extent (VLE). The Parentsö Background Questionnaire (PEQ) contains three sections. Section A is the demographic data of respondents, section B is the questionnaire and, while Section C is the English Language test

Specifically, Cluster I of the questionnaire contains items 1-5 on availability of educational facilities at home; Cluster II contains items 6-10 on parentsö involvement in their childrenös education. The weighting of the rating scale are as follows: Very Great Extent (VGE)- 4, Great Extent (GE) - 3, Little Extent (LE) - 2, and Very Little Extent (VLE) - 1.

On the other hand, the data for the dependent variable, which is pupilsö academic performance in English Language, were obtained through the use of English Language Achievement Test (ELAT). The English Language Achievement Test consists of twenty (20) questions adapted from Common Entrance Examination. Each of the questions attracts 2 marks each to get a total of 40 marks.

Validation of the Instrument

The instruments for data collection was subjected to face validation by three experts from the Department of Educational Foundations, Measurement and Evaluation, and Department of Language Education, all from Faculty of Education, University of Nigeria, Nsukka. They were requested to read and correct the items in the questionnaire and achievement test to ensure suitability, appropriateness and adequacy. The researcher modified the instrument in line with the suggestions and corrections made by the experts.

Reliability of the Instrument

To determine the reliability of the instruments, 30 questionnaires were administered to 30 primary school pupils randomly selected from Nsukka Local Government Area which is outside the study area. Cronbach Alpha method was used to determine the internal consistency of the instrument. Thus, Cronbach Alpha was calculated for each of the two clusters contained in the instrument. The internal reliability coefficient obtained for the clusters were .81 for Cluster I and .82 for Cluster II with an overall Cronbach Alpha coefficient (r) of 0.81. The results obtained as presented above shows that our instrument is reliable (see Appendix C)

Method of Data Collection

The validated questionnaire was administered directly to the respondents by the researcher with the help of two research assistants. The researcher briefed the research assistants on how to explain, administer and collect questionnaire from the respondents. The questionnaire was administered and collected on the spot to ensure safe return and minimize the loss of questionnaire.

The researcher, with the assistance of teachers in the sampled schools, administered the English Language Achievement Test (ELAT). These teachers were enlisted by the researcher as research assistants for proper distribution, supervision and collection of the Achievement Test.

Method of Data Analysis

Mean ($\bar{x}$) scores and standard deviation were used to answer the four research questions. Any item with the mean between 3.5 and 4.0 were considered as Strongly Agree, 2.5- 3.4 is Agree, 1.5 ñ 2.4 is Disagree and 1.0-1.49 is Strongly Disagree. The t-test statistical analysis was used to test the null hypotheses at 0.05 level of significance.

CHAPTER FOUR

RESULTS

This chapter presents the analysis of the data in line research questions and hypotheses that guided the study.

Research Question 1

To what extent does parents' level of education influence the academic achievement of primary school pupils in English Language?

Table 1: Mean and standard deviation of response on the extent to which parents' level of education influence the academic achievement of primary school pupils in English Language

	Cluster I: Extent to which Parents' Level of Education influence academic achievement	Pupil whose parents have high Education			Pupil whose parents have low education		
		Mean	SD	Remarks	Mean	SD	Remarks
1	My parents' educational background enhance my academic achievement in English Language	3.71	0.51	Very Great Extent	1.17	0.31	Very Low Extent
2	My parents' high level of education has made it possible for to understand English Language	3.22	0.13	Very Great Extent	1.50	0.37	Very Low Extent
3	My good performance in English Language is attributed to my parents high level of education	3.17	0.77	Very Great Extent	1.19	0.61	Very Low Extent
4	I perform poorly in English Language because of my parents' low level of education	3.33	0.19	Very Great Extent	2.50	0.73	Very Low Extent
5	My parents motivate me to study hard and perform well in English Language	3.69	0.32	Very Great Extent	1.97	0.39	Very Low Extent
	Grand Mean	3.42	0.25	Very Great Extent	1.66	0.56	Very Low Extent

Table 1 presents data on the extent to which parents' level of education influence the academic achievement of primary school pupils in English Language. The table shows that for pupils whose parents have high level of education, all the five questionnaire items (items 1 to 5) including the grand mean had mean ratings above the criterion mean of 2.50 which shows that their parents high level of education influenced academic achievement of pupils in school, to a very great extent. Conversely, the mean ratings for pupils whose parents have low level of education were below 2.50 except for item 4, meaning that their poor academic achievement in school is attributed to their parents' low level of education.

Research Question 2

To what extent does parents' occupation influence the academic achievement of primary school pupils in English Language?

Table 2: Mean and Standard Deviation on the extent parents' occupation influence the academic achievement of primary school pupils in English Language?

Cluster II: Extent of influence of Parents' occupation		Pupils whose parents are civil/public servants			Pupils whose parents are artisans		
		Mean	SD	Remarks	Mean	SD	Remarks
6	My parents provide library with educational materials at home.	3.74	0.31	Very Great Extent	1.20	0.68	Very Low Extent
7	My parents provide educational facilities such as (i) books (ii) cartoons and (iii) computers at home.	3.61	0.11	Very Great Extent	1.47	0.68	Very Low Extent
8	The use of educational materials at home help me to learn English Language.	2.77	0.30	Very Great Extent	1.69	0.68	Very Low Extent
9	Use of educational materials at home enables me to perform well in English Language test and examination.	2.81	0.33	Great Extent	1.00	0.46	Very Low Extent
10	My parents provide audio visual learning materials for me at home	3.58	0.14	Very Great Extent	1.31	0.52	Very Low Extent
	Grand Mean	3.30	0.47	Very Great Extent	1.33	0.26	Very Low Extent

Table 2 presents data on the extent to which parents' occupation influence the academic achievement of primary school pupils in English Language. Data in the table reveals that pupils whose parent are civil/public servants had mean rating of 3.74, 3.61, 2.77, 2.81, 3.58 for items 6 to 10 in the questionnaire respectively which were all above the criterion mean of 2.50 while pupils whose parents are artisans had mean ratings of 1.20, 1.47, 1.69 1.00 and 1.31 which are below the criterion mean of 2.50. This shows that parents' occupation influence the academic achievement of primary school pupils in English Language to a very great extent for pupils whose parents are civil/public servants.

Research Question 3

To what extent does parents' residential area influence the academic achievement of primary school pupils in English Language?

Table 3: Mean and Standard Deviation on the extent parents' residential area influence the academic achievement of primary school pupils in English Language

	Cluster III: Extent of influence of parents' residential area	Pupils whose parents live in areas with social amenities			Pupils whose parents live in poor areas or slums		
		Mean	SD	Remarks	Mean	SD	Remarks
11	My parents buy English textbooks/workbooks when I need them and this contributes to my achievement.	3.14	0.24	Very Great Extent	1.07	0.22	Very Low Extent
12	My parents hire private teachers to teach me English language at home.	3.21	0.19	Very Great Extent	2.19	0.51	Low Extent
13	My parents teach me English Language at home.	2.99	0.33	Great Extent	1.50	0.21	Very Low Extent
14	My parents assist me in doing my English Language assignments at home.	3.07	0.14	Very Great Extent	1.18	0.38	Very Low Extent
15	My parents read to me at home and I imitate them.	3.11	0.24	Very Great Extent	1.37	0.12	Very Low Extent
	Grand Mean	3.10	0.08	Very Great Extent	1.46	0.43	Very Low Extent

Table 3 presents data on the extent to which parents' residential areas influence the academic achievement of primary school pupils in English Language. The result contained in the table shows that the mean rating on the five questionnaire items for pupils whose parents live in areas with social amenities were 3.14, 3.21, 2.99, 3.07 and 3.11 which are all above the criterion mean of 2.50. Meanwhile, pupils whose parents live in poor areas or slums had mean ratings of 1.0, 2.19, 1.50, 1.18 and 1.37 which are all below the criterion mean of 2.50. This result indicates that parents' residential areas influence the academic achievement of primary school pupils in English Language to a very great extent.

The following hypotheses stated in the study were tested at 0.05 level of significance.

Hypothesis 1

H_{01} : There is no significant difference in the academic achievement of primary school pupils in English Language between those whose parents have high level of education and those whose parents have low level of education.

Table 4: T-Test analysis of the difference in academic achievement of primary school pupils whose parents have high level of education and those whose parents have low level of education.

Group	N	Mean	S.D	D.F	t-cal	t-critical	Decision
High level of education	187	3.42	0.25	386	6.303	1.96	Reject Null Hypothesis One (H_{01})
Low level of education	201	1.66	0.56				

Table 4 shows that t-calculated value of 6.303 is greater than t-critical value of 1.96 at 0.05 level of significance and 386 degree of freedom (df). Hence, the null hypothesis is rejected while the alternate hypothesis is accepted. Based on this, we conclude that there is significant

difference in the academic achievement of primary school pupils in English Language between those whose parents have high level of education and those whose parents have low level of education.

Hypothesis 2

H_{02} : There is no significant difference in the academic achievement of pupils in English Language based on parents' occupation.

Table 5: T-Test analysis of the difference in academic achievement of primary school pupils whose parents are civil/public servants and those whose parents are artisans.

Group	N	Mean	S.D	D.F	t-cal	t-critical	Decision
Pupils whose parents are civil/public servants	173	3.30	0.47	386	8.156	1.96	Reject Null Hypothesis Two (H_{02})
Pupils whose parents are artisans	215	1.33	0.26				

Table 5 shows that t-calculated value of 8.156 is greater than t-critical value of 1.96 at 0.05 level of significance and 386 degree of freedom (df). Hence, we reject the null hypothesis and accept the alternate hypothesis. Based on this, we conclude that there is significant difference in the academic achievement of pupils in English Language between those whose parents are civil/public servants and those whose parents are artisans.

Hypothesis 3

H₀₃: There is no significant difference in the academic achievement of pupils in English Language between those whose parents reside in areas with social amenities and those whose parents live in poor areas or slums.

Table 6: T-Test analysis of the difference in academic achievement of primary school pupils whose parents reside in areas with social amenities and those whose parents live in poor areas or slums.

Group	N	Mean	S.D	D.F	t-cal	t-critical	Decision
Pupils whose parents live in areas with social amenities	161	3.10	0.08	386	8.211	1.96	Reject Null Hypothesis (H ₀₃)
Pupils whose parents live in poor areas or slums	227	1.46	0.43				

Table 6 shows that t-calculated value of 8.211 is greater than t-critical value of 1.96 at 0.05 level of significance and 386 degree of freedom (df). Hence, we reject the null hypothesis and accept the alternate hypothesis and conclude that there is significant difference in the academic achievement of pupils in English Language between those whose parents live in areas with social amenities and those whose parents live in poor areas or slums.

Summary of Findings

The following are the findings of the study:

1. Pupils whose parents have high level of education had mean ratings above the criterion mean of 2.50. Further analysis revealed that parents' level of education influence the academic achievement of primary school pupils in English Language. There is significant difference in the academic achievement of primary school pupils in English Language

between those whose parents have high level of education and those whose parents have low level of education.

2. Pupils who have civil /public servants as parents had mean rating above the criterion mean of 2.50. Further analysis revealed that parents' occupation influenced academic performance of primary school pupils in English Language. There is a significant difference in the academic achievement of primary school pupil in English Language between those whose parents are civil/public servants and those whose parents are artisans.
3. Pupils whose parents reside in areas with social amenities had mean rating above the criterion mean of 2.50. It was further found that there is a significant difference in the academic achievement of primary school pupils in English Language between those whose parents reside in areas with social amenities and those whose parents live in poor areas or slums.

CHAPTER FIVE

DISCUSSION OF RESULT, CONCLUSION, EDUCATIONAL IMPLICATIONS, RECOMMENDATIONS AND SUMMARY OF THE STUDY

This chapter presents the discussion of the findings, conclusion, educational implications of the study, recommendations, limitations of the study, suggestions for further studies and summary of the study.

Discussion of the Findings

The findings of this study are discussed in line with the research questions and null hypotheses that guided the study. Specifically, the findings were discussed under the following sub-headings:

- Influence of parents' level of education on academic achievement of primary school pupils in English Language.
- Influence of parents' occupation on academic achievement of primary school pupils in English Language.
- Influence of parents' residential areas on academic achievement of primary school pupils in English Language.

Influence of parents' level of education on academic achievement of primary school pupils in English Language.

The findings of the study showed that parents' level of education influenced their children's academic achievement. Further analysis showed that there is significant difference in the academic achievement of primary school pupils whose parents have high level of education and those whose parents have low level of education in English Language.

. The findings agree with those of Muruwei (2011) that there is a significant influence of parents' level of education on the mean achievement scores of children. The findings are also in agreement with Okendu (2009) who posited that parents with high level of education will be

favourably disposed to providing literacy-rich environments for their children because such parents know the value of education. The finding also agrees with that of Fakeye (2010) that parents' education impact significantly on children's language development. The findings however, contradict the conclusion of Selvam (2013) that there is no significant influence of parents' level of literacy on academic performance of students. Selvam insists that evidence abound of students from illiterate homes achieving as well as, if not better than those from homes with educated parents, academically. The disparity in the findings of the research and previous ones could be due to the levels of education studied or from environmental situations.

Influence of parents' occupation on academic achievement of primary school pupils in English Language.

The result shows that parents' occupations influence the academic achievement of primary school pupils in English Language, to a very great extent. Further analysis showed revealed that there is significant difference in the academic achievement of primary school pupils in English Language between those whose parents are civil servants and those whose parents are artisans. This finding goes to indicate that when parents are engaged in certain occupations, children are motivated to study and this tends to enhance their academic achievement. Therefore, children whose parents are civil/public servants have the tendency to perform better than those whose parents are artisans. The finding is in agreement with the view of David (2007) who noted that textbooks and other learning materials at home aid learning at home thereby influencing children's academic achievement positively. The results of the study also agree with the findings of Ali & Anwar (2014) that parents' occupation has great impact on children's academic performance and signals a picture of the quality of literacy skill development enhanced by the home. The result however disagrees with that of Osuafor & Okonkwo (2013) who in their study, found out that parents' occupation had no significant impact on children's academic

performance. The researcher is of the view that if the government lived up to its responsibilities of creating jobs for its citizens to live better lives, the finding may have been different.

Influence of parents' residential areas on academic achievement of primary school pupils in English Language.

The findings of the study revealed that parents' residential areas influence, to a large extent, the academic achievement of primary school pupils in English language. Further analysis revealed that there is a significant difference in the academic achievement of primary school pupils in English Language of those whose parents live in areas with social amenities and those whose parents live in poor areas or slums. Thus, parents' residential areas influence the academic achievement of primary school pupils in English Language, to a very great extent. This finding is at variance with that of Ali (2012) that parents' areas of residence do not play significant roles in the educational development of their children. The findings of Otti (2015) however are in agreement with the findings of the current study since the writer opines that children whose parents are live in upward mobile areas tend to have better academic achievement than those whose parents live in poor areas or slums. This finding also supports the work of Ogbemudia & Aiasa (2013) that there is a significant and positive relationship between parental background, economic status, marital status and home location and students' attitude towards learning English Language. The result of the study may have come out the way it did because children tend to be motivated when parents take care of them, guiding and encouraging them and taking care of their needs.

Conclusion

Based on the findings of this study, it was concluded that parental background has great influence on the academic achievement of children. Parents who have high level of education

influence their children academic achievement to a great extent while parents who have low level of education do not influence their children academic achievement significantly.

Also, parents' occupation influences the academic achievement of primary school pupils in English Language. Accordingly, parents who have high income level tend to make available educational facilities at home which influence the academic achievement of their children, to a great extent. This is not the same with parents with low income level who are not able to provide educational facilities at home and therefore are not able to influence academic achievement of their children, to great extent.

Parents' residential areas do influence the academic achievement of their children. Evidently, parents who live in high profile neighborhoods with social amenities influence their children's academic achievement, to a great extent, because of the enabling environment. This implies that students, while learning English Language receive more than adequate parental encouragement and support in their English Language learning.

Educational Implications of the Findings

The findings of this study have some implications for parents, pupils and teachers. The first hypothesis revealed that pupils whose parents have high level of education have higher academic achievement than pupils whose parents have low level of education. This may be connected to the fact that the home is the first and most important agent of socialization. Thus, parents become role models for the children and thereby influence their academic achievement in life.

The implication is that stimulating primary school environments and teachers' positive reinforcement strategy which can compensate for non-stimulating and non reinforcement prevalent with parents in uneducated homes should be enhanced. For pupils whose parents have

low level of education, this school stimulation will aid to maintain the home conducive atmosphere for academic activities and facilitate learning and academic achievement.

Another major finding of the study is that pupils who have civil/public service parents had higher academic achievement. This is an indication of the fact that parents' type of occupation motivated the pupils' interest in learning and therefore influenced their academic performance positively.

The implication is that there is need for government, at all levels to make jobs available to enable parents make the home more conducive for learning by providing educational facilities for their children at home so as to ensure high academic performance of the students. Again, teachers need to be more motivational in their teaching. This is important to take cognizance of the individual differences inherent in the pupils from their different home environments.

Another important implication of this study is that school authorities should ensure pupils are not grouped in classes according to their ability. This will reduce the negative impact of poor home environment on children's academic achievement. Hence, pupils should be distributed randomly in the classrooms to facilitate cross-fertilization of ideas from pupils with different home environment and parental backgrounds.

Recommendations

The researcher makes the following recommendations based on the findings of her study.

- Parents, especially mothers should be encouraged to acquire high level of education because this will go a long way in enabling them influence their children to attain high academic achievement.
- Parents that did not attend formal schooling should endeavor to avail themselves of adult literacy programmes to improve their employability. This will improve their academic

standing and make their homes conducive for their children to learn thereby enabling their children perform well academically.

- Parents are also encouraged to involve themselves in their children's education so as to motivate their children academically and influence their academic achievement positively.
- The schools should also create fora where they advise both parents and pupils on the need to see education as a form of partnership that must involve collaboration between the parents and the children. This will create the synergy between parents and children, and will go a long way in ensuring that parents influence their children to perform well academically.
- The government should also provide incentive and support for parents to enable them acquire high level of education, provide educational facilities in their home and participate in their children's education.

Limitations of the Study

This study faced certain limitations. Some of these limitations include:

1. The researcher visited some schools repeatedly before she was permitted to interact with the pupils (respondents) while some refused out rightly to allow the researcher access.
2. Some of the pupils filled the instrument arbitrarily despite the instruction and guidance provided by the researcher and research assistants.

Suggestions for Further Studies

The following have been suggested for further research work:

1. Influence of parental upbringing on academic achievement of primary school pupils in English Language

2. Influence of teaching method on academic achievement of primary school pupils in English language
3. A similar study should be carried out in a different part of the country using different subjects.

Summary of the Study

The main purpose of this study was to determine the influence of parental background on academic achievement of primary school pupils in English Language in Enugu-North Educational Zone. Three research questions and three hypotheses tested at 0.05 level of significance guided the study. Literature was reviewed under conceptual framework where concepts of child, primary education, and parental background, among others were looked at; theoretical framework and review of empirical studies. The design of the study is ex-post facto and the study was carried out on eighty (80) primary schools in Enugu-North Educational Zone with a total population of 12660 pupils. Simple random sampling was adopted to draw eight (8) schools from the study area, from which 388 pupils were selected using cluster sampling.

The instruments for data collection were Parental Background Questionnaire (PEQ) and English Language Achievement Test (ELAT) designed by the researcher and validated by experts. The parental background questionnaire has three sections, Sections A, B and C. Section A is the demographic data of respondents, section B is the questionnaire on parental background and section C is the English Language test. The reliability of the instrument was established using Cronbach Alpha reliability test.

The data were analyzed using mean and standard deviation to answer the research questions and t-test analysis was used to test the null hypotheses at 0.05 level of significance. The results revealed that: primary school pupils whose parents have high level of education had higher academic achievement in English Language than those whose parents have low level of

education. Again, parents' occupation influenced the academic achievement of primary school pupils in English Language. Finally, parents' residential areas influenced the academic achievement of primary school pupils in English Language. Based on the findings, educational implications were highlighted, conclusions drawn and recommendations made. Suggestions for further research were also made with a summary of the study written.

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APPENDIX A

LIST OF PRIMARY SCHOOLS AND ENROLMENT IN ISI UZO LOCAL EDU. AUTH. AS AT 2014

	NAMES OF SCHOOL	PRE-PRIMARY			PRIMARY		
1	AGUAMEDE FARM SETTLER PRIM SCH	0	0	0	86	60	146
2	AGUDENE MBU PRIM. SCH.	8	9	17	97	76	173
3	AGUDENE PRIM. SCH. NEKE	19	28	47	84	75	159
4	AHURU PRIMARY SCHOOL MBU AKPOTI	16	26	42	101	83	184
5	AKAANUGU UMUEJE PRI SCH IKEM	5	4	9	20	25	45
6	AKAS/UZAM PRIM. SCH. IHENYI EHA-AMUFU	0	0	0	49	46	95
7	AMEDE PRIM. SCH. EHA-AMUFU	10	14	24	79	76	155
8	AMOFIA PRIM. SCH. EHA-AMUFU	4	8	12	45	47	92
9	BRUAMANYI PRIMARY SCHOOL MBU AMON	15	17	32	79	77	156
10	CENTRAL SCH. AGUAMEDE EHA AMUFU	15	20	35	75	78	153
11	CENTRAL SCH. IKEM NKWO	14	16	30	182	176	358
12	CENTRAL SCH. MBU AMON	24	38	62	86	118	204
13	CENTRAL SCH. UMUALOR	43	36	79	51	53	104
14	CENTRAL SCHOOL EHA-OHUALA EHA-AMUFU	22	28	50	56	57	113
15	COM. CENTRAL SCH. AMUDAM IKEM	12	10	22	37	34	71
16	COM. CENTRAL SCH. IKEM UNO	17	13	30	94	92	186
17	COM. PRIM. SCH. AKPOGA MBU	34	23	57	114	83	197
18	COM. PRIM. SCH. MBU AKPOTI	47	49	96	176	154	330
19	COM. PRIM. SCH. UGWUAGBATU IKEM	20	16	36	79	92	171
20	COM. PRIM. SCH. ISI-ENYI AGU-AMEDE EHA.	5	10	15	46	57	103
21	COM. PRI SCH. ODOBA/UZAM EHA AMUFU	43	23	66	101	113	214
22	COMMUNITY PRIMARY SCHOOL ISU EHAAMUFU	0	0	0	74	85	159
23	COMMUNITY PRIMARY SCHOOL NEKE	17	16	33	28	21	49
24	COM. PRI. SCH. OKPOKWU MGBUJI EHA AMUFU	107	133	240	68	77	145
25	COM. PRI. SCH. ONUEME EMEORA NEKE	28	25	53	87	59	146
26	COMMUNITY PRIMARY SCHOOL UGWUADAKA	78	84	162	119	102	221
27	COM. PRI. SCH. OKPIRIGWU MGBUJI EHA AMUFU	23	30	53	92	79	171
28	COMMUNITY PRI. SCH. IHENYI EHA AMUFU	21	23	44	80	65	145
29	COMMUNITY PRI. SCH. UMUHU EHA-AMUFU	0	0	0	71	79	150
30	EHA-OHUALA CENTRAL SCH. EHA-AMUFU	10	7	17	76	74	150
31	EHA-OHUALA COM. PRIM. SCH. EHA-AMUFU	21	24	45	71	77	148
32	EHA-TOWNSHIP SCH. EHA-AMUFU	0	0	0	127	159	286
33	EZEGBU COM. PRIM. SCH. UMUALOR	16	12	28	64	65	129
34	EZUBOKE PRIM. SCH. UMUALOR	12	6	18	40	40	80
35	HPS IKEM UNO	27	37	64	65	71	136
36	ISIAMA NGENEADUBA PRIMARY SCHOOL NEKE	18	21	39	38	51	89
37	ISIEDEM PRIM. SCH. MBU AMON	26	31	57	68	77	145
38	IYIOKU PRIM. SCH. NEKE	7	6	13	25	32	57
39	MFCS ADAMA IKEM	7	7	14	28	22	50
40	MFCS AGUDELE ALIYI	0	0	0	37	51	88
41	MFCS AGUDELE EZEGBU	26	40	66	86	116	202
42	MFCS AKANUGU MBU	24	29	53	82	92	174
43	MFCS ATORI ALIYI	23	25	48	103	101	204
44	MFCS IKEAGWU UMUALOR	0	0	0	61	70	131
45	MFCS ISHIOLU IKEM	36	32	68	85	95	180

	NAMES OF SCHOOL	PRE-PRIMARY			PRIMARY		
		M	F	TOT	M	F	TOT
45	MFCS ISHIOLU IKEM	36	32	68	85	95	180
46	MFCS IYIAKWA MBU AMON	17	18	35	76	73	149
47	MFCS OJESHI IKEM NKWO	0	0	0	35	44	79
48	MFCS OKPARIGBO UMUALOR	0	0	0	23	38	61
49	MFCS ONICHA EBIA IKEM	32	39	71	57	79	136
50	MFCS ONUMGBEDE EHA AMUFU	8	12	20	62	73	135
51	MFCS UKWUEKWU	14	14	28	50	42	92
52	MFCS USEREKE EHA-AMUFU	20	22	42	64	63	127
53	MGBEDE PRIM SCH. EHA-AMUFU	20	24	44	84	70	154
54	MKPUNATOROGOR PRIMARY SCHOOL IKEM	16	16	32	44	36	80
55	NEKE PUBLIC SCHOOL, NEKE	0	0	0	55	48	103
56	NGENE -- IKPA PRIM. SCH. AMEDE EHA-AMUFU	15	17	32	55	60	115
57	NGENE AGUIYI PRIM. SCH. EHA-AMUFU	34	23	57	111	81	192
58	NGENEFI ECHIKI PRIM. SCH. NEKE	38	31	69	95	93	188
59	OCHIN COM. PRIM. SCH. EHA-AMUFU	20	15	35	102	120	222
60	ODENIGBO PRIM. SCH. EHA-AMUFU	24	16	40	105	141	246
61	ODOBIDO PRIM. SCH UMUALOR	0	0	0	38	62	100
62	OFIOLU PRIM. SCH. EHA-AMUFU	25	20	45	87	116	203
63	OGBETE PRIMARY SCHOOL	50	45	95	195	191	386
64	OGBUZOR PRIM. SCH. EHA-AMUFU	38	37	75	82	106	188
65	OGOMUGO PRIM. SCH. ABOR EHA-AMUFU	18	21	39	77	91	168
66	OKPOKWU PRIM. SCH. AGUAMEDE EHA	0	0	0	86	147	233
67	ONODU PRIM. SCH. UMUALOR	19	24	43	132	136	268
68	OPS EHA-AMUFU	22	21	43	71	78	149
69	OPS ISU EHA-AMUFU	10	12	22	36	48	84
70	PRIM. SCH. ISIOROTO IKEM	13	18	31	89	57	146
71	PRIM. SCH. UGWUNAMA MBU AMON	26	33	59	49	39	88
72	PRIMARY SCHOOL AKPUGO IKEM NKWO	24	31	55	90	82	172
73	PRIMARY SCHOOL APE MGBUJI	16	20	36	53	35	88
74	PRIMARY SCHOOL IKEM UMUEJE	20	20	40	82	104	186
75	PRIMARY SCHOOL IKPAKPARA EHA AMUFU	67	63	130	159	161	320
76	UGWUAKPARATA PRIM. SCH. NEKE	36	29	65	42	41	83
77	UGWUODUMA PRIM. SCH. AGUAMEDE	39	54	93	90	143	233
78	UKPOKA PRIM SCH. MBU AKPOTI	15	17	32	175	191	366
79	UMUARAM CENTRAL SCH. IKEM	35	15	50	71	65	136
80	UNION CEN. SCH. EHA-AMUFU (ST PHILIPS CMS)	0	0	0	76	69	145

APPENDIX B
QUESTIONNAIRE

Department of Educational Foundation
Faculty of Education
University of Nigeria, Nsukka
March, 2015

Dear Respondent,

I am a postgraduate student of the above-named Department, carrying out a study on: 'Influence of Parents' Education on the Academic Achievement of Primary School Pupils in English Language'.

This questionnaire is designed to get your opinion on the issues raised in it. The outcome of the study will help to improve the quality of education. All responses will be treated with confidence.

Thank you.

Onwuamaze, Sylvia A.
PG/M.ED/2012/61655
Researcher

Instruction: kindly fill in the spaces provided or tick (✓) appropriately.

Section A: Demographic Data

1. Name of School: _____
2. Qualification of Parents: (a) No. formal Education ☐ (b) FSLC ☐
(c) SSCE ☐ (d) University Education ☐
3. Age of Parents: a) 20-29yrs ☐ (b) 30-39yrs ☐ (c) 40-49 yrs ☐
d) 50-59yrs ☐ e) 60 and above ☐
4. Parents Occupation: a) Artisans ☐ b) Civil/Public Service ☐
5. Family Type: _____
6. Family Size: a) 0- 3 children ☐ b) 4-7 children ☐ c) above 7 children ☐

SECTION B: PARENTS' EDUCATION AND THE ACADEMIC ACHIEVEMENT OF PRIMARY SCHOOL PUPILS IN ENGLISH LANGUAGE

S/N	ITEM	TAVGE	TAGE	TALE	TAVLE
	Cluster I: Extent of availability of educational facilities at home				
1	My parents provide library with educational materials at home.				
2	My parents provide educational facilities such as (i) books (ii) cartoons and (iii) computers at home.				
3	The use of educational materials at home help me to learn English Language.				
4	The use of educational materials at home enable me to perform well in English Language test and examination.				
5	My parents provide audio visual learning materials for me at home				
	Cluster II: Extent of parents involvement in Children Education				
6	My parents buy English textbooks/workbooks when I need them and this contributes to my achievement.				
7	My parents hire private teachers to teach me English language at home.				
8	My parents teach me English Language at home.				
9	My parents assist me in doing my English Language assignments at home.				
10	My parents read to me at home and I imitate them.				

ENGLISH LANGUAGE ACHIEVEMENT TEST (ELAT) FOR PRIMARY FIVE PUPILS

Circle the options that is nearest in meaning to the word underlined in each of the following sentences (Questions 1-5)

1. The Ibos have become wasteful at burial ceremonies
(A) Costly (B) entertaining (C) expensive (D) Extravagant
(E) generous
2. It is dangerous to travel at night (A) comfortable (B) Difficult
(C) enjoyable (D) risky (E) UNPLEASANT
3. The price of meat changes often
(A) falls (B) increases (C) rises (D) stabilizes (E) varies
4. Uche was commended for his hard work.
(A) accepted (B) Acknowledged (C) appraised (D) praised (E) scolded.
5. The classroom was neat
(A) airy (B) beautiful (C) decorated (D) tidy (E) untidy

Circle the options that is opposite in meaning to the word underlined in each of the following sentences (questions 6-9)

6. Feather is light
(A) broad (B) coloured (C) hard (D) heavy (E) long
7. Ada ran fast during the race
(A) gently (B) slow (C) slowly (D) smartly
8. River Niger is very deep
(A) dirty (B) hollow (C) narrow (D) shallow (E) wide
9. Mary left her bag under the table
(A) bellow (B) beside (C) by (D) near (E) on

From the options (A-E) choose the best answer to the questions

10. You don't like fighting do you?
(A) No, I do (B) No, I don't (C) Yes, I don't (D) Yes (E) No, I did
11. Did you eat before coming to school?
(A) No, I did (B) No, I didn't (C) No, I don't (D) Yes, I didn't (E) Yes, I don't.
12. Whose turn is it to empty the dustbin?

(A) I am the one (B) I am not the one (C) It is mine (D) It is my turn (E) It is I circle the plural of the underlined word from the options provided.

13. The cow and her calf were not grazing
(A) Calf (B) calfs (C) calves (D) calves (E) calvies
14. Children like eating mango
(A) Mango (B) Mangos (C) Mangoes (D) Mangeos (E) Mangoses
15. What is the correct part of speech of the underlined word? Travelling by air is expensive
(A) Adjective (B) Adverb (C) Gerund (D) Noun (E) Verb

From the options lettered A-I, chose the one that best fills each of the spaces numbered 16-20

(A) Before (B) Deposit (C) Fine (D) For (E) Inform (F) Into (G) Show (H) Were (I) Will

I am pleased to 16 _____ you that you 17 _____ successful in the common entrance examination conducted for placement 18 _____ secondary schools. You are to pay a 19 _____ of twenty naira 20 _____ the 30th of June.