

**PARENTAL VARIABLES AND STUDENTS ACADEMIC PERFORMANCE IN SOCIAL STUDIES IN JUNIOR SECONDARY SCHOOLS IN ORUK ANAM LOCAL GOVERNMENT AREA OF AKWA IBOM STATE**

**Atim Christopher ETOR**  
**Akwa Ibom State College of Education, Afaha-Nsit, Nigeria**

**ABSTRACT**

This study was carried out to examine the influence of parental variables on students' academic performance in Social Studies in Junior Secondary Schools in Oruk Anam Local Government Area of Akwa Ibom State. The study adopted descriptive survey design. Four research questions and four hypotheses were formulated to guide the study. The population of the study comprised 2,076 JSS2 students offering Social Studies in the sixteen public secondary schools in Oruk Anam Local Government Area of Akwa Ibom State. A sample size of 207 students (approximately ten percent of students) from the population of the study was selected for the study using multi-stage sampling technique. Data were collected through the use of questionnaire titled parental variables questionnaire (PVQ) and 2023/2024 first terminal results in Social Studies of the selected students copied from their class score sheets. The instrument was subjected to face validity. The reliability coefficient of 0.89 was obtained using Cronbach Alpha method. Mean and standard deviation were used to answer all the research questions while Analysis of Variance (ANOVA) was used for testing hypotheses one and two and independent t-test was used for testing hypotheses three and four. All the null hypotheses were tested at .05 level of significance. The findings of the study showed that: higher parental education level contribute positively to students' academic performance; students from high parental socio-economic status performed better than students from low parental socio-economic status; students with high parental involvement in their studies performed very well academically than students with low parental involvement and structured parental discipline enhanced students' performance. The study recommended among others that the government should introduce financial aid programs, scholarships, and free education initiatives for students from low-income families to ensure equal learning opportunities. Finally, suggestions for further research were made.

**Background of the Study**

Parental variables refer to the characteristics, behaviours and attitudes of parents that can influence their children's academic performance either positively or negatively (Murithi, 2015). Consciously or unconsciously, children learn from their parents and environments. Parents lay the foundation for the desired social, moral, emotional, spiritual and intellectual wellbeing of their children. The training a child receives from home is of greatest importance in the total personality formation and academic performance. It is of note that, the pattern of life in the home, the socio-economic status of the parents and many other factors or conditions which give the home a distinctive character can influence the students' academic performance in Social Studies in Junior Secondary Schools positively or negatively.

The role that parents play in the upbringing of any child is very important and this corresponds with the common assertion of Sociologists that "education can be an instrument of cultural change whose foundation begins at home". According to Deutscher and Ibe (2015), one of the best ways to achieve wholesome quality of education is the partnership of parents and teachers in impacting valuable skills, conduct and knowledge to the Students. Moreover, comments from educators indicated that, the blame for lack of good performance has been as a result of neglect and carefree attitude towards academic work by student and parent. Home is the first school for a child where the child is taught the basic norms and values by the parents before living for the formal education. Safe and conducive environment coupled with adequate learning

facilities both at home and in school would help to boost the intellectual and academic capability of the child.

Academic performance refers to the level of achievement students exhibit in their educational endeavors. According to Crow and Crow (2017), academic performance is the extent to which a learner is profiting from instruction in a given area of learning, that is the achievement level of a student in tasks, subjects, or courses. Similarly, Eze (2012) emphasized that academic performance includes test scores, examinations, class work, and teacher evaluations. It is a multi-dimensional construct that not only involves intellectual ability but also encompasses motivation, discipline, time management, and the learning environment. Academic performance is not only determined by a student's cognitive ability but also by a host of other personal, family, school, and societal factors.

Despite efforts to improve academic outcomes, several challenges persist that hinder students from reaching their full academic potential. Inadequate textbooks, laboratory equipment, and learning aids are a major setback in many public schools, especially in rural and underfunded regions. According to UNESCO (2017), resource deficiencies significantly impact the quality of education delivered to students. For students whose first language is different from the language of instruction, comprehension and expression become difficult. This is a common issue in multilingual countries where students may struggle with subjects taught in English or French (Oller, 1994).

A strained or authoritarian relationship between teachers and students can create an unfriendly learning atmosphere, discouraging student participation and engagement. Research by (Aremu, 2010) highlights the importance of supportive teacher-student relationships in fostering academic success. According to achievement of Nonis and Hudson (2016), ineffective study routines such as procrastination, lack of time management, and distractions from mobile phones and social media contribute to low academic Performance. Many students also lack knowledge of proper study techniques such as note-taking, summarizing, and concept mapping. Another problem to student's academic performance is that students from economically disadvantaged backgrounds may face difficulty affording basic school needs such as uniforms, transportation, writing materials, and sometimes school fees. These challenges often lead to absenteeism or school drop-out.

Social Studies plays a very essential role to the field of education by providing a holistic of human existence which encompasses various aspects of social, economic, environmental, cultural, physical and psychological dimensions of life. The aim is to foster the all-round development of individuals, enabling them to become responsible and useful citizens in the society. It is an integral part of the education system and its importance can be understood from several perspectives such as educating students about their roles and responsibilities as citizens, promoting civic engagement, fostering cultural awareness, encouraging critical thinking and problem-solving skills to navigate complex social issues and ensuring that, educational programs address essential social, cultural and civic competencies and preparing students for the future (Ross, 2017).

Despite the relevance of Social Studies to individual students and the society, parents fail to provide adequate support for students who struggle with Social Studies which has resulted to poor performance in school. According to 2023/2024 first terminal results in Social Studies of the selected students copied from their class score sheets, JSS1A scored 48%, JSS1B scored 48%, JSS2A scored 36%, JSS2B scored 46% while JSS3A and B scored 55% and 56% respectively. The performance of students in Junior Secondary Schools has perhaps, received insufficient attention in recent years and this is a concern. As Ibia (2016) points out, family is the first and earliest agent of education and its influence on members is direct.

According to Umana, A. C. (2016), Parental educational background which refers to the highest educational attainment of parents has been regarded as predictor of children's academic achievement. Parents' level of education is part of a larger constellation of psychological and sociological variables influencing children's academic outcomes. Level of education influences

parents' knowledge, beliefs, values and goals regarding child rearing because, a variety of parental behaviours are indirectly related to students' academic performance. Students whose parents have higher level of education may have an enhanced regard for learning, a stronger work orientation, and more effective learning strategies than the students whose parents have lower level of education.

Parental socio-economic status is another variable which may influence children's educational outcomes negatively or positively. Saifullala (2011) opines that, socio-economic status of parents has a positive or negative impact on students' achievement at all levels. Families with high range of economic status often have access for a wide range of resources to promote, explore and support their young children's mental development. But parents with low economic status find themselves struggling to augment financial resources resulting in the provision of inadequate learning materials and less involvement which may negatively affect their children's academic achievement.

Parental involvement according to Vellymalay (2012) is seen in the way parents encourage the students to learn by re-emphasizing those things they have been taught in schools, teach and guide them in reading their books and intervening in the areas of difficulties students encounter. When parents are actively involved in school-related matters, students may feel motivated to succeed academically. But where parents are not fully engaged due to work commitment, or limited understanding of the school system, it may lead to lower academic performance in Junior Secondary Schools.

Parental discipline seen as the methods that parents use to teach their children acceptable behaviours, self-control and responsibility may have a positive or negative impact on children's academic performance. In the opinion of Nicholas and John (#016), effective parental discipline strategies which characterized by warmth responsiveness and high expectations may promote social learning and academic achievement. However, overly harsh discipline of children by parents may lead to low self-esteem, increase stress and decreased academic motivation leading to poor performance in schools.

Umeano and Ademora (2010) opined that, the family is the child's first place of contact with the world and as a result, children acquire initial education and socialization skills from parents and other significant persons in the family. Therefore, this study was set to investigate the influence of parental variables such as parental educational background, parental socioeconomic status, parental involvement and parental discipline and students' academic performance in Social Studies in Junior Secondary Schools in Oruk Anam Local Government Area, Akwa Ibom State.

### **Statement of the Problem**

In recent times, there is a serious decline in students' academic performance in Social Studies especially in Junior Secondary 2 in Oruk Anam Local Government Area as observed in the data of 2023/2024 first terminal results copied from their class score sheets. Government, parents, teachers and students blame one another for students' poor performance in school.

It has also been observed that, despite Government attempts to improve academic performance in schools by donation of learning materials and provision of free and compulsory education in Akwa Ibom State in particular, poor academic performance continued to thrive especially in Social Studies in Junior Secondary two in Oruk Anam LGA, Akwa Ibom State. Uwadiae (2011) opines that, the child's capacity to succeed in school depends on how successful such child is managed by their parents in home environment. Thus, this study wishes to investigate the influence of parental variables such as parental educational background, parental socio-economic status, parental involvement and parental discipline and students' academic performance in Social Studies in Junior Secondary Schools in Oruk Anam Local Government Area, Akwa Ibom State.

### **Purpose of the Study**

This study aims at investigating the influence of parental variables and students' academic performance in Social Studies in Junior Secondary Schools in Oruk Anam Local Government Area of Akwa Ibom State. Specifically, the study sought to;

- i. examine the influence of parental educational background and students' academic performance in Social Studies in Junior Secondary Schools, Oruk Anam Local Government Area.
- ii. examine the influence of parental socio-economic status and students' academic performance in Social Studies in Junior Secondary Schools in Oruk Anam Local Government Area.
- iii. examine the influence of parental involvement and students' academic performance in Social Studies in Junior Secondary Schools in Oruk Anam Local Government Area.
- iv. examine the influence of parental discipline and students' academic performance in Social Studies in Junior Secondary Schools in Oruk Anam Local Government Area.

### **Significance of the Study**

The study would be of immense significance to the policy makers, school administrators, teachers, parents, students and researchers.

The study findings would provide policymakers with the necessary evidence to support funding requests for programs that target parental involvement and education.

The study findings would guide school administrators in creating effective parental engagement programs. By identifying the specific parental variables that correlate with improved academic outcomes, school leaders can design initiatives that actively involve parents in their children's education.

The study findings would also enhance teachers' awareness of the diverse backgrounds and circumstances that influence their students' academic journeys.

The study findings would offer valuable insights for parents on the impact of their involvement in their children's education. By identifying which parental behaviors and practices positively or negatively affect academic outcomes, the study will provide practical recommendations for parents on how to engage more effectively in their children's education.

The study findings would also help students appreciate the value of parental involvement in their education. When students understand that their parents' engagement whether through homework assistance, attending school events, or fostering a positive attitude toward education can significantly influence their academic success, they may become more proactive in seeking support from their families.

Finally, future researchers would use study findings to design and evaluate programs that educate parents about effective support strategies, foster positive parenting practices, and encourage collaboration between schools and families.

### **Research Questions**

The following research questions were raised to guide the study;

- i. What is the influence of parental education and students' academic performance in Social Studies in Junior Secondary Schools in Oruk Anam Local Government Area?
- ii. What is the influence of parental socio-economic status and students' academic performance in Social Studies in Junior Secondary Schools in Oruk Anam Local Government Area?
- iii. What is the influence of parental involvement and students' academic performance in Social Studies in Junior Secondary Schools in Oruk Anam Local Government Area?
- iv. What is the influence of parental discipline and students' academic performance in Social Studies in Junior Secondary Schools in Oruk Anam Local Government Area?

### **Research Hypotheses**

The following research hypotheses were formulated to guide the study;

- i. There is no significance influence of parental education and students' academic performance in Social Studies in Junior Secondary Schools in Oruk Anam Local Government Area.
- ii. There is no significance influence of parental socio-economic status and students' academic performance in Social Studies in Junior Secondary Schools in Oruk Anam Local Government Area.
- iii. There is no significance influence of parental involvement and students' academic performance in Social Studies in Junior Secondary Schools in Oruk Anam Local Government Area.
- iv. There is no significance influence of parental discipline and students' academic performance in Social Studies in Junior Secondary Schools in Oruk Anam Local Government Area.

### **Scope of the Study**

The study is delimited to parental variables and students Academic performance in Social Studies. This study was carried out in Oruk Anam Local Government Area of Akwa Ibom State, Nigeria. The study focused on four parental variables and students' academic performance in Social Studies. The parental variables considered include parental education level, parental socio-economic, parental involvement and parental discipline. The dependent variable considered is students' academic performance in Social Studies. The study involved all the junior secondary two (2) students in Oruk Anam Local Government Area of Akwa Ibom State, Nigeria.

### **REVIEW OF RELATED LITERATURE**

This chapter presents a review of related literature on parental variables and students' academic performance in Social Studies. The review is presented under the following headings: theoretical framework, conceptual framework, empirical framework and summary of this reviewed literature.

#### **Theoretical Framework**

##### **Social Learning Theory (Albert Bandura, 1971)**

Social learning theory is commonly referred to as observational or imitation theory primarily based on what a child learns in his environment as he interacts and observes others. This theory was propounded in 1971 by a Canadian Psychologist, Albert Bandura specializing in social learning. It is strongly concerned with social development and particularly with moral development. According to Bandura, most human behaviours are acquired through observational learning and modeling. People, especially children learn from the environment and seek acceptance from society by learning through influential models such parents, teachers, heroes, etc. Children learn new behaviours by observing and imitating what others do through live or symbolic modeling like biographies, arts, parables of some characters presented to them orally or in form of pictures.

Since Bandura's theory postulates that behaviour is determined primarily through learning which takes place in a social context, it follows therefore that, parents are determinants of students' attitudes towards learning in school. This is because what a child learns as approved or rewarded behaviour from his parents (models) at home is what follows him to the school setting.

The relevance of the social learning theory to this study is that, parents' attitudes and behaviours such as involvement in school activities, authoritative parenting style and having high value for education can motivate their children to adopt positive behaviour to thrive for excellence which can promote academic achievement.

##### **Social Capital Theory (Coleman, 1988)**

James Coleman's Social Capital Theory emphasizes the significance of social relationships and networks in fostering individual and collective development. Social capital refers to the resources, trust, and shared values inherent in relationships between individuals and within communities, which can be utilized to achieve common goals. In the context of education, Coleman argued that strong networks of social capital within families, schools, and communities create a conducive environment for academic success. The theory suggests that parents' involvement in their children's education, the trust between parents and teachers, and community engagement are essential for enhancing students' educational outcomes. Assumptions of Social Capital Theory are as follows;

1. **Social Relationships as Resources:** The fundamental assumption of Coleman's Social Capital Theory is that relationships between individuals hold valuable resources, such as trust, shared norms, and access to information. These resources help facilitate coordinated actions and mutual support within families and communities.
2. **Trust and Reciprocity:** Another assumption is that trust and reciprocity within social networks foster collaboration and create a sense of responsibility among members. In educational settings, trust between parents, teachers, and students encourages parental involvement and enhances student outcomes by promoting shared goals.
3. **Intergenerational Transmission of Social Capital:** Coleman's theory also assumes that social capital is passed from one generation to another. Parents who are embedded in strong social networks can transmit values, resources, and expectations that positively influence their children's academic and social development.
4. **Value of Informal Social Controls:** The theory assumes that informal social controls within social networks such as shared expectations and norms play a crucial role in guiding behavior and decision-making. For instance, when a community values education, children are more likely to follow educational norms and aim for academic success.

Social Capital Theory has considerable relevance in this study, particularly regarding the role of parental involvement in student success. Coleman's work highlights how networks of relationships between parents, teachers, and communities can have a profound effect on educational outcomes. Coleman's theory also underscores the importance of parents' social capital in shaping children's academic achievement. Parents who maintain strong connections with teachers, other parents, and the school system are better able to support their children's learning. This involvement provides children with a sense of accountability and motivation to succeed academically.

## **Conceptual Framework**

### **Parental Variables**

Parental variables could be viewed as those indices that are associated with parents or factors that may likely be seen or attributed to the parent which are very important for children all round development. However, it appears that scholars are yet to conceptualize it. Hence, parental variables are parents linked factors that can either make or mar the social engagement of the people who sometimes depend on the parents. According to Kiran and Yashoda (2020) there are many possible reasons why parents' characteristics and parenting behaviours might affect children's health care. Because parents are the ones who take their children for medical care, it may be that some parents are more likely to initiate these visits. These parents may be more attentive and responsive to their children's symptoms, perceiving a need for prompt health care. It is also possible that positive parenting behaviours decrease children's health risk (e.g., by reducing stress, avoiding exposure to infection, or reducing opportunities for injury) resulting in fewer illnesses and reducing the child's need for health care.

## **Academic Performance**

Academic performance is one of the most widely researched constructs in the field of education. It serves as a benchmark for assessing learners' cognitive development, institutional effectiveness, and the impact of educational interventions. Researchers have sought to understand the nature, determinants, and measurement of academic performance from multiple theoretical and empirical perspectives, given its implications for individual success and national development (Krathwohl, 2002; Steinmayr et al., 2014).

Academic performance refers to the extent to which a student achieves learning outcomes in formal educational settings. Krathwohl (2012) describes it as the outcome of instructional processes measured through evaluations, examinations, and continuous assessments. Steinmayr et al. (2014) propose a multidimensional framework encompassing not just test scores but also behavioral and affective elements such as class participation, motivation, and learning strategies. This multidimensionality reflects the growing consensus that academic performance cannot be reduced to numerical grades alone but should be seen as a broader indicator of educational success.

Family background, particularly socioeconomic status (SES), exerts a significant influence on students' academic performance. Sirin's (2012) meta-analysis reveals that SES impacts academic achievement through access to resources, parental education, and home learning environments. Parental involvement also emerges as a positive factor. Fan and Chen (2014) found a strong correlation between parental engagement in academic matters and students' performance outcomes. Teacher quality is frequently cited as one of the most influential school-related factors affecting academic performance. Darling-Hammond (2017) emphasizes that well-trained, experienced, and motivated teachers improve student learning outcomes. Likewise, Hanushek (1995) draws attention to the negative impacts of overcrowded classrooms, inadequate instructional resources, and underfunded educational systems. Fraser (2018) argues that a supportive and well-organized classroom environment enhances learning motivation and outcomes.

The role of peers in shaping academic attitudes and behaviors is also significant. Ryan (2011) asserts that positive peer groups can encourage academic engagement, while negative peer pressure often leads to truancy and poor academic habits. School climate—including safety, teacher-student relationships, and school leadership—has also been shown to influence academic performance (Fraser, 2018).

The measurement of academic performance remains a contested terrain. Standardized testing is widely used due to its objectivity and scalability; however, it has been criticized for promoting rote learning and ignoring critical thinking and creativity (Au, 2007). GPA provides a cumulative record of academic achievement but may be affected by grading inconsistencies across institutions (Brookhart, 2014). Emerging trends emphasize formative assessments and portfolio-based evaluations to provide more nuanced insights into students' progress (Black & Wiliam, 1998).

While the literature on academic performance is extensive, several challenges persist. One major concern is cultural bias in assessment tools, which may disadvantage students from minority or non-dominant cultural backgrounds (Nieto, 2014). Additionally, much of the existing research focuses on Western or high-income countries, thereby limiting the generalizability of findings to developing nations. The overemphasis on high-stakes testing has also drawn criticism for narrowing the curriculum and fostering anxiety among students (Au, 2017).

### **Parental Education and Academic Performance**

The educational background of parents has been found to have some influence on the physical, mental and behavioural development of the child's attitudes. Parents' education could be seen as the systematically and conceptually based programme intended to impart information, awareness and skills of the participant on aspect of parenting. The underlying tenet of parent education is that a parent who is well prepared for the life changes associated with child bearing is

less likely to succumb to the increasing stress factor that prevails. Wolfe (2011) asserted that skills, knowledge and experiences acquisition boost the individual coping abilities; increases their resistance against the forces that oppose their healthy adjustment. Umana (2016) explained the benefits of the parents' education to include; a reduction in corporal punishment and physical abuse and enabling the transfer of problem solving and conflict resolution skills to the child without involving violence through the development of proper behavioural attitudes toward issues. Study revealed that parent with poor educational background, do not pay attention to their ward school commitment feeling that their wards are more knowledgeable and they (parents) have nothing tangible to contribute in the learning processes with regards to attitude toward school issues. This position agrees with that of Zappala (2012) which posited that students with low parental educational background possess low retention rate hence performed poorly in the exhibition of a positive attitude toward academic pursuit with discipline inclusive.

Accordingly, Pedrosa (2016) opined that students whose parents' education level are poor or deprived, performed relatively better than others, behaves very well and developed an encouraging attitude which makes them to be well disciplined and mannered based on the ground that they have points to prove and desired to be better than their parents. Martinez *et al.*, (2022) postulated parental education is one of the best predictors of child school achievement and the authors found that higher parental education is not only associated with higher child intelligence, but children from highly educated parents also perform better in school due to other family related factors. Lara and Saracostti (2019) averred that, educated parents have many books in the home and read them to their children early in life. Parents with high educational qualification have much more time, energy and knowledge about education, and they are inclined to express more warmth and affection in order to cultivate a favorable parent-child relationship. A parent's level of education influences parents' knowledge, beliefs, values, and goals. parental behaviors are indirectly related to children's school performance (Ramirez *et al.*, 2020). Therefore, parent level of education could exert some influence on students' academic performance in school.

According to Tocchioni *et al.* (2018) education shapes expectations, and thus influences satisfaction: women with low education frequently report feeling alone, ignored or harassed. The importance of education especially parent level of education cannot be over accentuated. This is because, education especially formal education is very central in human lives as it exposes people to observe certain attitude. The educational background of parents has been found to have some influence on the physical, mental and behavioural development of the child. Parents' education could be seen as the systematically and conceptually based programme intended to impart information, awareness and skills of the participant on aspect of parenting. The underlying tenet of parent education is that a parent who is well prepared for the life changes associated with child bearing is less likely to succumb to the increasing stress factor that prevails. Wolfe (2011) asserted that skills, knowledge and experiences acquisition boost the individual coping abilities; increases their resistance of the forces that oppose their healthy adjustment. Umana (2016) explained the benefits of the parents' education to include; a reduction in corporal punishment and physical abuse and enabling the transfer of problem solving and conflict resolution skills to the child without involving violence through the development of proper behavioural attitudes toward issues. Study revealed that parent with poor educational background, do not pay attention to their ward school commitment feeling that their wards are more knowledgeable and they (parents) have nothing tangible to contribute in the learning processes with regards to attitude toward school issues. This position agrees with that of Zappala (2012) which posited that students with low parental educational background possess low retention rate hence performed poorly in the exhibition of a positive attitude toward academic pursuit with discipline inclusive.

Students, teachers, institute and parents all have their importance in their process of learning (Asad khan *et al.*, 2015). The authors opined that parents' education is such a motivating force for a child which paves the way for his/her future. Contributing further, Asad khan, et al. submitted that the children of educated parents are more confident, resourceful and experienced

than the children whose parents lack education. Since education especially the formal aspect covers every area of human development, it could be said that, educated parents might be able to watch over the children as well as detecting or observing when the child goes out the acceptable school and family norms. Hence, variables like education, income, beliefs, occupation, and size of family also have implication on the performance of children while parental education is considered the most stable (permanent) aspect of socio-economic status (Asad khan *et al.*, 2015).

Moreso, Asad khan, et al. maintained that, educated parents help their children in school work activities and found that high achievers belong to homes with parents' higher education level. From the foregoing, the position of parents' education level is very central not only in the development of cognitive abilities, but social aspect could also be assisted by educated parents because they could easily teach their children how to conform to rules as well as appreciating the constituting authorities. According to Asad khan *et al.*, (2015) who postulate that educated parents show interest in their children's academic performances they meet and co-operate with educational administrators to ensure children seriousness in their studies. In other words, if parents' education so influences children's academic performances, there is that possibility of influencing students' attitude toward discipline.

In the opinion of Li and Qiu (2018), parental educational participation, such as discussing school things with children, checking their homework, and participating in school activities, could improve children's academic performances. It could equally be said that, parent education level and participation can help to shape the attitude of students toward discipline either in school or in the larger society. They postulated that, parents with higher social economic status usually participate in their children's learning activities more intensively, pay more attention to communication with teachers, manage the children's school absence and other risky behaviors, and improve the children' academic performance. In other words, parents with higher social economic status of which education is included could also facilitate students' adherence to school rules which actually translate to discipline. Generally, highly educated parents (i.e. parents with more than 4 years of college experience) spend more time with their children than parents who have less educational experience. College-educated mothers spend more time providing child care and age-appropriate activities with their children than mothers who have a high school education (Clearinghouse for Military Family Readiness at Penn State, 2020).

### **Parental Socio-Economic Status and Academic Performance**

Parental socio-economic status (SES) as opined by Saifullah (2011) is a critical concept that refers to the economic and social position of a family in relation to others, typically measured by income, education level, and occupational status. This construct is essential in understanding various dimensions of child development, including educational outcomes, health, and overall well-being. Research has consistently demonstrated that parental SES significantly influences children's academic performance, shaping their access to resources, opportunities, and support systems.

One of the primary ways in which parental SES affects children's educational experiences is through access to resources. Families with higher SES often have the financial means to provide their children with educational materials, extracurricular activities, and supportive learning environments. According to McLoyd (2018), children from low-income families may face numerous obstacles, including inadequate educational resources and less access to enriching activities, which can hinder their academic performance and long-term educational attainment. This disparity underscores the importance of understanding how SES shapes not only access to educational resources but also the quality of educational experiences available to children.

Socio-economic status is relevant to all realms of behavioural and social aspects of life. Uchechukwu *et al.*, (2015) opined that socioeconomic status is social and economic measure of a person's position relative to others based on income, gender, education, and occupation. When analyzing a family's social economic status, the household income, earners' education and occupation are examined. American Psychological Association (APA) in Ogunshola and Adewale

(2016) stated that socioeconomic status is commonly conceptualized as the social standing or class of an individual or group. It is often measured as a combination of education, income and occupation. An examination of socioeconomic status of parents reveals inequalities in access to and distribution of resources, including education to the children.

### **Parental Involvement and Academic Performance**

Parental involvement in education has been shown to have a positive impact on student academic performance. A study conducted by Yang *et al.*, (2023) found that parental involvement is among the most crucial aspects of social support for students' school engagement and achievement. School engagement refers to the extent to which students are involved and committed to their learning and school activities, and it is considered a key predictor of academic achievement. The review work on the relationship between parental involvement and student engagement is largely missing, but studies have shown that parental involvement in school has been linked with academic achievement through enhancing students' motivation, self-regulation, and self-efficacy.

In terms of study habits, a survey conducted by Ranganathan *et al.*, (2022) found that parental involvement in academic performance of children is positively correlated. Study habits are the behaviors and strategies that students use to facilitate their learning and academic success, such as time management, goal setting, note taking, and test preparation. However, the survey also found that the level of parental involvement varies depending on the socio-economic status of the family. Socio-economic status is a measure of the social and economic position of a family or individual, based on factors such as income, education, and occupation. Previous research has indicated that socio-economic status influences the availability and quality of parental involvement, as well as the expectations and aspirations that parents have for their children's education.

### **Parental Discipline and Academic Performance**

Parental' discipline refer to the practice of training children to obey rules or a code of behaviour, using punishment to correct disobedience and reinforcement to encourage good behaviour. According to Were (2016), discipline exposes children to ways of handling everyday challenges and equips them with the personal strength needed to meet demands imposed on them by the school and later in adult responsibility. Parents' disciplinary practice involves discipline through correction, punishment or reinforcement, depending on the attitude or behaviour exhibited. Parents in their disciplinary practices are expected to mould students' character to conform to societal ideals. This enhances their academic achievement in Mathematics. You and Nguyen (2015) reported that parental disciplinary practice influence students' academic achievement. Carbonel *et al.*, (2013) in their studies on parental role and students' academic achievement, found that disciplinary practice has significant effect on academic achievement of students.

## **Empirical Framework**

### **Parental Educational Background and Students' Academic Performance**

According to the study investigated by Nkanor and Ekpo (2021) on parental variables and reading comprehension performance among primary school pupils in Uyo Senatorial District of Akwa Ibom State. The purpose was to establish how parental variables; parental educational background and parental occupation influenced pupils reading comprehension. Two research questions and two hypotheses were formulated for this study. Ex-post facto research design was used in this study. The population of the study consisted of 9,009 primaries four pupils in Uyo Senatorial District while 420 Primary four pupils were randomly selected to participate in the study. Stratified Random Sampling Technique was used to draw sample for this study. Two research instruments were used for the study. Parental Variables Questionnaire (PVQ) and Reading Comprehension Performance Test (RCPT). The research experts from the Department of English,

Early Childhood and Special Education and Department of Educational Foundations evaluated the instrument taking into consideration the curricula objective of study. Reliability coefficient of 0.76 and 0.67 for PVQ and RCPT were obtained respectively. These indicated high reliability of the instruments to measure what was intended to measure. The findings revealed that parents with high educational background like PhD holders had a mean performance of 82.67 while those with NCE and First School Leaving Certificate had a mean performance of 55.54 and in the research hypothesis one, the significance lies in the PhD holding parents. The study concluded that, children whose parents have higher levels of education tend to perform better than children whose parents have lower levels of education.

The reviewed study and the present study are related because both studies parental educational level and students' academic performance as the independent and dependent variable respectively. However, the reviewed study was conducted in primary school in Uyo Senatorial District while the present study was conducted in Junior Secondary Schools in Oruk Anam Local Government Area. This is the gap this study tries to fill.

In the work of Moula (2010), who investigated the influence of family background on the academic achievement of secondary school students in Nsuka, Enugu State. A total of 200 students were randomly selected from four secondary schools. Data were collected using a questionnaire and analyzed using descriptive statistics and regression analysis. The results showed that family background variables such as parents' educational level, occupation and family size significantly influenced students' academic achievement. Specifically, students from families with higher parental education, occupation and smaller family size tended to perform better academically. The study recommended that, educators and policymakers should consider family background factors when designing strategies to improve academic achievement. Both studies considered parental variables and students' academic performance and where conducted on students' in secondary schools. However, the reviewed study was conducted in Enugu State while the present study was conducted in Akwa Ibom State, hence, the gap in the study.

As observed by Mundhe, (2018), who examined the influence of parents' education and income level on students' academic performance in Navi Mumbai, Maharashtra, India. The study considered the students' results of the first year, second year and third year class in bachelor degree examination taken by the University of Mumbai. A structured questionnaire was used for this study. This article tries to find out the impact of parental education and income status on students' academic performance of degree level. Research population was the students of different third year degree classes of B.A., B.Com. and B.Sc. who was enrolled at the same college. The total of 120 students were taken as a sample randomly. Null hypothesis was formulated and tested using Correlation, Regression and Test for correlation coefficient. After analysis of the data, it is found that there is significant positive relationship between parents' income level and academic performance of students. This study also shows that there is a positive relationship between parents' education and academic performance of students. The reviewed study is relevant to this study because it considered that there is positive relative between parents' education and academic performance of students. However, the work was conducted among first year, second year and third year class in bachelor degree examination taken by the University of Mumbai, while the present study was conducted among Junior Secondary 2 students as observed in the data of 2023/2024 first terminal results from their score sheet as seen in appendix v.

### **Parental Socio-Economic Status and Students Academic Performance**

According to a studied by Salisu *et al* (2021), who assessed parents' socio-economic status and academic performance of students of Government Day Junior Secondary School Gashaka, Fika Local government Area, Yobe State, Nigeria. Descriptive survey research design was used for this study. The study population consisted of 635 male and female students. 20% of the population (127), comprising 95 male and 32 female, formed sample of respondents for the study. Research instrument used for this study was 15-item self-developed and categorical questionnaire.

Frequency counts and percentages were used to analyze demographic information of respondents and to answer the research questions. Findings of the study revealed that parents' income status has effects on academic performance of students. It also revealed that parent's educational status has no effect on academic performance of students in the study area. Both studies are related in terms of research design used. However, the reviewed work was conducted among students of Government Day Junior Secondary School Gashaka, Fika Local government Area, Yobe State, while the present study was conducted among students in Junior Secondary Schools in Oruk Anam Local Government Area. This is the gap this study tries to fill.

As postulated by Bankole (2024) in his research to examined the impacts of parental socio-economic status on academic performance of secondary school students in Business Studies in Kwara State. Three hundred and Sixty-Eight participants constituted the study's sample. Both the independent and dependent variables were measured with self-developed instrument with reliability value of .77 and the data obtained was analyzed using Mean and Standard Deviation as Statistical method. Three research questions were raised and answered in the study. The result showed that parental level of education influenced the academic performance of business studies students in secondary school with weighted average of  $3.08 \pm 0.87$ ; parental occupation has significant influence on academic performance of Business Studies students with weighted average of  $3.15 \pm 0.83$  and parental income has significant influence on student's academic performance in Business Studies. This claim was support with weighted average of  $3.13 \pm 0.86$ . The reviewed and the present study are related because both studies examined parental socio-economic status and students' academic performance. However, the reviewed work considered academic performance of business studies students while the present work considered academic performance of social studies students, hence the gap.

As noted by Gemechu (2018) in his investigation on the effect of family socio-economic status on students' academic Achievement. Descriptive survey research design was employed. The target population was students from the College of Education and Behavioural Sciences. 172 students were taken from the target population through stratified random sampling. The results showed us that first, family income did not bring anything new to students' academic Achievement; second, there was statistically significant negative relationship between sex and students' academic achievement; finally, family education level contributed 40.96% ( $R^2 \times 100\%$ ) to students' academic achievement whereas 59.04% ( $1 - R^2$ ) 100%) were unexplained variables that contributed to students' academic achievement. Both studies are related because the investigated on effect of parental socio-economic status and students' academic achievement. However, the revealed study was conducted in the colleague of education and behavioural sciences in Eastern Ethiopia while the present study was conducted in Junior Secondary Schools in Oruk Anam Local Government Area in Akwa Ibom State, Nigeria. This is the gap.

According to Oduro-oforiet al/ (2023) who examined the effects of parental socio-economic status on the performance of Senior High School students in Ghana using the Sefwi Wiawso Municipality in the Western North Region of Ghana as the case. Descriptive survey research design was employed for the study. The target population of the study was 960 second-year students from four senior high schools in the Sefwi Wiawso Municipality. The study found out that parents' income has effect on students' performance. The findings showed a significant effect of educational level of parent on students' performance as well. Furthermore, a significant relationship between parents' occupation and students' performance was established. The study found that family environment has a positive relationship with the performance of students. The study also found a significant influence of socioeconomic status of parents on students' self-motivation for learning. It also revealed a significant influence of socioeconomic status of parents on students' performance. The reviewed study and present study are related because descriptive survey research design was employed to examined effect of parental socio-economic status on students' academic performance. However, the target population of the reviewed study was 960

second-year students while the target population of the present study was 207 junior secondary 2 students and this is the gap.

According to Effiom and Godwin (2019) in their investigation on the influence of parental socio-economic status on students' academic performance in Calabar South Local Government Area, Cross River State, Nigeria. The study was guided by a lone hypothesis. A sample of four hundred (400) respondents was randomly selected for the study. Two instruments, a well validated structured questionnaire to measure parental socioeconomic status and an achievement test to measure students' academic performance, were used for data collection. Data collected were analyzed using one way analysis of variance (ANOVA) and Fisher's Least Significant Difference (LSD) multiple comparison test at .05 level of significance. The result of the analysis revealed that: there is a significant influence of parental socioeconomic status on students' academic performance. Both studies are related because they investigated the influence of parental socio-economic status and students' academic performance. However, the reviewed study was carried out in Calabar South Local Government Area, Cross River State while the present study was carried out in Oruk Anam Local Government Area, Akwa Ibom State. Thus, the gap.

### **Parental Involvement and Students' Academic Performance**

On parental involvement, Kwaji *et al* (2019) determined the impact of parental involvement on students' academic achievement in public and private senior secondary schools in Mubi-North Local Government Area, Adamawa State. Review of related studies claimed that parental involvement on students' educational practices lead to a better academic achievement than when they are not involved. Descriptive survey research design was adopted for the study. Two instruments were used to collect data from 192 students and parents selected from 28 private and public senior secondary schools using quota sampling technique. Mean, standard deviation, t-test and ANOVA was used to answer five research questions and test two null hypotheses respectively. Parental involvement was found to be important in determining good students' academic achievement and organizing Parents' Day in schools, calling a meeting twice in a year, creating more associations like School Base Management Committee are strategies for improving parental involvement. This study is relevant to the present study because both investigated on parental involvement and students' academic achievement. However, the reviewed was carried out in private and public senior secondary schools in Mubi North Local Government Area, Adamawa State while the present study was carried out in public junior secondary school in Oruk Anam Local Government Area, Akwa Ibom State, hence the gap.

Investigation on the impact of parental involvement on the academic achievement of students at Crescent International School in Bangkok by Ibrahima (2021) in Thailand to determine whether the demographic variable of parents has an effect on their involvement in their children's education. In addition, the study sought to examine what existing literature review found on the relation between parental involvement and children's academic achievement. The study was carried out at Crescent International School in Bangkok, Thailand. The responses of 12 parents, whose children are enrolled in secondary level, were taken as samples for the study. The Intensity Sampling Technique was used in this research. A questionnaire about demographics of parents was distributed and interviews were conducted to assess the level of parent involvement. To find out student achievement level, the students results were used. The qualitative method was used to gauge the impact of parental involvement on students' academic achievement. The results revealed that parental educational level, age, employment and marital status had greater impact on parental involvement. Therefore, the findings of this research indicated that students with highly involved parents had better academic performance and higher test scores in all the subjects compared to students whose parents were not involved in their education. Both studies investigated on parental involvement and academic achievement of students. However, the reviewed work was carried out in Thailand while the present work was carried out in Nigeria and this is the gap.

As observed by Angwaomaodoko (2023) on a studied on the impact of parental involvement on the academic achievement of students in Delta State, Nigeria. The study utilized a quantitative research design; and a research questionnaire was developed for this study. 152 parents participated in the study, and the outcome of the survey was analyzed using descriptive statistics. The result revealed that parental involvement has an impact in students' academic achievement. The study also revealed that, parental involvement such as behavioural, cognitive and affective involvement of parents in the academic of their students play a positive role in the outcome of their children's academic performance. Both studies investigated on parental involvement and academic achievement of students. However, the reviewed work was carried out in Delta State while the present work was carried out in Akwa Ibom State and this is the gap.

According to Rohana *et al* (2024) who investigated the impact of parental involvement in student's academic performance at Ashanti Mampong Municipality of Ghana. The independent variables to be focused on this study are academic achievement, study habits and motivation. The dependent variable of this study is academic performance. This research implements quantitative methods to collect its data. The questionnaires were distributed through Google Form link that was shared through WhatsApp and acquaintances who are considered as an employee in Klang Valley. The researchers received a total of 150 clean respondents of the questionnaires. The sampling technique for this study is simple random sampling, where everyone has a chance of being chosen data for the conducted study. The items selected for questionnaire are adapted from the previous literature. The study revealed that there is a significant impact of parental involvement and student's academic performance. Both studies investigated on parental involvement and academic achievement of students. However, the reviewed work was carried out in Ashanti Mampong Municipality of Ghana while the present work was carried out in Akwa Ibom State, Nigeria and this is the gap.

### **Parental Discipline and Students' Academic Performance**

According to Ekpenyong and Joseph (2020) who investigated parental disciplinary practices and students' needs satisfaction as predictors of students' academic achievement in Mathematics in Ikom Education Zone of Cross River, Nigeria. Two hypotheses were formulated to direct the study and literature was reviewed on the variables under study. Ex-post facto research design was adopted for the study. A total sample of 740 students out of 7,346 SS2 students were selected using stratified and simple random sampling procedures. A questionnaire titled "Parental disciplinary practices and Students' Needs Satisfaction" (PDPSNS), and Mathematics achievement test were the main instruments used for data collection. The reliability estimate of the instrument was established through Cronbach Alpha, and reliability estimate of .70 and .74 was established for the PDPSNS; while for students' achievement test in Mathematics, the reliability was established through Kuder Richardson formula K-R20 which gave .72. Linear Regression was adopted to test the two hypotheses at .05 level of significance. The result of the analysis revealed that parental disciplinary practices and students' needs satisfaction significantly predict students' academic achievement in Mathematics. The studies are related because both investigated on parental discipline and students' academic performance. However, the reviewed study adopted ex-post facto research design while the present study adopted descriptive survey research design. A sample of 740 students out of 7,346 SSS2 students were selective while the present study selected a sample size of 207 students out of 2,076 JSS2 students and this is the gap.

As noted by Nicholas *et al* (2016) who determined the level of discipline and extent of impact of discipline on academic performance among class eight pupils in the sub-county's public primary schools. The study adopted descriptive survey and correlational research designs. The study population comprised 2,450 class eight pupils in the sub-county's public primary schools. From 34 randomly selected schools, 817 pupils were selected by stratified random sampling. Questionnaires were used to collect data on discipline and academic performance of the pupils. Reliability coefficients of the questionnaires were determined by test-retest method and found to

be 0.83 and 0.97 for questionnaire on discipline and academic performance respectively. The questionnaires' face and content validity were ascertained by experts. Results indicated that 46 (5.6%), 214 (26.2%), 413(50.6%) and 144 (17.6%) of the pupils had low, moderate, high, and very high discipline respectively. Also, discipline related positively with, and accounted for 23% of variance in the pupils' academic performance ( $R = .480$ ,  $\beta = .480$ ,  $R^2 = .230$ ,  $p < .05$ ). The findings showed a positive correlation between discipline and academic performance as discipline was found to be a significant predictor of academic performance. The study concluded that, discipline is a critical factor influencing academic performance among pupils. The findings suggested that, parents, schools and policymakers should prioritize promoting discipline and providing supportive learning environments to enhance academic achievement. Both studies are relevant because they examined level of parental discipline and students' academic performance. However, a reviewed work was carried out among class eight pupils in the sub-county's public primary schools while the present study was carried out among public junior secondary school two students in Oruk Anam Local Government Area, Akwa Ibom State, hence the gap.

Similarly, Simba et al, (2016) examined the impact of discipline on academic performance of students in public schools in Muhoroni Sub-county, Kenya. The study adopted descriptive survey and correlational research design. A sample of 817 students was selected from 34 schools through stratified random sampling and simple random sampling techniques. The result of the analysis, using independent t-test, shows that, there is a significant influence of parental disciplinary practice on students' academic achievement in Mathematics. In the same vein, Ntitika (2014) investigated the parental characteristics and students' academic performance in public secondary schools in Isinya District, Kenya and found parental disciplinary practices to have significant influence on students' academic performance in Mathematics. Both studies are relevant because both examined the impact of parental discipline and students' academic performance and both adopted descriptive survey research design. However, the reviewed work investigated on parental disciplinary practices on students' academic achievement in Mathematics while a present investigated on parental disciplinary practices on students' academic performance in social studies. Hence, the gap.

### **Summary of Reviewed of Related Literature**

This chapter reviewed literature related to Parental variables and students' academic performance under the following headings: theoretical framework, conceptual framework as well as empirical framework. Under theoretical framework, Social Learning Theory by Albert Bandura (1971) and Social Capital Theory by Coleman (1988) were reviewed. Conceptual framework considered parental variables, academic performance, parental education, parental socioeconomic status, parental involvement and parental discipline. Under empirical framework, parental educational background, parental socio-economic status, parental involvement as well as parental discipline and students' academic performance were reviewed.

The study has shown that, students would improve academically if parental educational background, parental socio-economic status, parental involvement and parental discipline influence them positively. It was observed that, no study was conducted on parental variables and students' academic performance in Social Studies in Junior Secondary Schools in Oruk Anam Local Government Area of Akwa Ibom State which is the gap. Therefore, the study on the influence of parental variables and students' academic performance in Social Studies in Junior Secondary Schools in Oruk Anam Local Government Area of Akwa Ibom State will be taken to fill the gap.

## **RESEARCH METHOD**

### **Research Design**

This study adopted descriptive survey research design. Descriptive survey research design is a type of research method used to describe characteristics of a population or phenomenon being studied. It focuses on answering the "what" rather than the "why" or "how," making it a valuable tool for exploring and documenting conditions, behaviours, or trends without influencing or manipulating the study environment (Creswell, 2014). This research design is suitable in this study because this study tends to investigate the influence of parental variables and students' academic performance in Social Studies in Junior Secondary Schools in Oruk Anam Local Government Area of Akwa Ibom State.

### **Area of the Study**

This study was conducted in Oruk Anam Local Government Area which is located in the southwestern part of Akwa Ibom State, Nigeria. It lies approximately between latitude 4°45' and 5°00' North and longitude 7°30' and 7°45' East. The area is bounded by Ukanafun to the west, Abak to the north, Mkpat Enin to the south, and Ikot Abasi to the southeast. It also shares a border with parts of Etim Ekpo and the eastern fringes of Rivers State.

According to the 2006 National Population and Housing Census conducted by the National Population Commission of Nigeria, Oruk Anam Local Government Area (LGA) in Akwa Ibom State had a recorded population of 172,654. More recent figures suggest continued growth. As of 2022, the projected population of Oruk Anam LGA was reported to be 219,300.

It is one of the largest LGAs in the state, both in terms of landmass and population. The LGA was formed by merging two former LGAs, Oruk and Anam, and it comprises several towns and villages which include Ekparakwa, Ikot Ibritam, Ikot Okoro, Obion Akpa, Ikot Inuen etc. Oruk Anam is predominantly a rural area, with agriculture serving as the mainstay of the local economy. The people of the area are primarily involved in farming activities, growing crops like cassava, yam, maize, and oil palm, which contribute significantly to the state's agricultural output.

The population of Oruk Anam is mainly composed of the Annang ethnic group, one of the major ethnic groups in Akwa Ibom. The people have a rich cultural heritage, with traditional festivals and ceremonies playing an important role in their daily lives. These cultural practices and beliefs are interwoven with modern influences, especially in areas such as education and religion. Christianity is the dominant religion, with various denominations established throughout the LGA.

Education in Oruk Anam has been improving steadily over the years. The LGA is home to several primary and secondary schools, the secondary schools include: Community High School, Ekparakwa, Community Secondary School, Mbiakot, Community Secondary School, Inen Ekeffe, Community Secondary School, Ikot Inuen, Comprehensive Secondary School, Ikot Esenam, Community Secondary School, Nung Ita / Ikot Ibritam, Eastern Midim Secondary School, Ikot Owobo, Otop Christian High School, Ikot Ukpong Eren, Qua Iboe Church Secondary School, Ika Annang, Madonna Community Secondary School, Obo Ntanya, Southern Annang Comprehensive Secondary School, Ikot Okoro, Urban High School, Ikot Akpan Essien, Community Secondary School, Ikot Osute, Qua Iboe Church Secondary School, Ibesit, Community Secondary School, Ikot Afanga and Seat of Wisdom Comprehensive Secondary School, Ibianga and one tertiary institution which is The Akwa Ibom State University (AKSU), Obio Akpa. Though the area faces challenges related to infrastructure and the quality of education. Many schools suffer from dilapidated buildings, leaking roofs and inadequate classroom furniture. For instance, at Inen Ikot Eteye Primary School, students resort to bringing kitchen stools from home due to the absence of desks. Efforts have been made by both the government and non-governmental organizations to enhance educational facilities and promote literacy among the younger generation. However, like many rural areas in Nigeria, Oruk Anam continues to grapple with issues such as inadequate teaching materials, poorly equipped schools, and a shortage of qualified teachers.

The socio-economic development of Oruk Anam has been hindered by poor infrastructure, especially in terms of road networks. Many of the roads in the LGA are in bad condition, making transportation difficult, especially during the rainy season. This has impacted the ease of doing

business and accessing markets for agricultural produce. Despite these challenges, the people of Oruk Anam are known for their resilience and strong communal ties, which help them navigate the difficulties they face.

In recent years, there has been increased attention on the potential for development in Oruk Anam, with the government investing in projects aimed at improving infrastructure and promoting local industries. The LGA has also attracted interest from investors due to its untapped agricultural potential and proximity to major urban centers like Uyo, the capital of Akwa Ibom State. With continued efforts toward development, Oruk Anam has the potential to experience significant socio-economic growth in the coming years.

Despite the fact that Oruk Anam is gradually developing in terms of infrastructure and social amenities, it still has educational problems and challenges ranging from poor funding, inadequate infrastructural facilities, destruction of basic Schools' infrastructural facilities, poor utilization of both human and material resources, weak administration and above all poor parental involvement in their children's education. There also seems to be challenges due to poor supervision of students' activities. This seems to have resulted in indiscipline, increased levels of violence, mental illness, conflicts and above all poor academic performance of students. The researcher who resides in the study area is conversant with the problems of the area. It is the continuous persistence of these educational problems in the region that prompted the researcher to choose this area for the study.

### **Population of the Study**

The population for this study consisted of 2,076 junior secondary schools two students offering Social Studies in all the 16 public secondary schools in Oruk Anam Local Government Area of Akwa Ibom State (Akwa Ibom State Secondary School Board, 2024).

### **Sample and Sampling Technique**

A sample size of 207 students (approximately ten percent of the students) from the population was selected using a multi-stage sampling technique using two stages to ensure a representative and unbiased selection of participants from the target population of Junior Secondary School Two (JSS2) students in Oruk Anam Local Government Area of Akwa Ibom State. The decision to use 207 students (10% of the population) was in line with Nwana (2018) who recommended that, if the population is a few hundreds (200 – 499), a 40% or more sample will do; if many hundreds (500 – 999), a 20% sample will do; if a few thousands (1000 – 4999), a 10% sample will do and if several thousands (5000 – 9999), a 5% or less sample will do.

In the first stage, a simple random sampling technique was employed to select four (4) schools, representing 25% of the 16 public secondary schools in the local government area. This was achieved using cap-and-draw approach to ensure that each school had an equal and independent chance of selection, thereby reducing selection bias and enhancing generalizability (Fraenkel, Wallen, and Hyun, 2012).

In the second stage, a proportionate stratified random sampling method was used within each selected school to obtain the study sample. The stratification was based on class arms, ensuring that each arm within JSS2 was proportionally represented. From the total enrolled JSS2 population in the four selected schools, a sample size of 207 students was drawn, representing approximately 10% of the entire JSS2 students. The sample size was deemed adequate for statistical analysis and generalization of findings (Creswell and Creswell, 2018).

### **Instrumentation**

A researcher developed instrument Title "Parental Variables Questionnaire (PVQ)" was used for data collection in this study. PVQ was divided into two sections. Section A measured

demographic variables (parental educational level and parental socio-economic status). Section B elicited five responses on parental involvement and five responses on parental discipline while 2023/2024 first terminal examination results in Social Studies of the selected students copied from their class scores sheets in appendix v was also obtained from Junior Secondary Schools in Oruk Anam Local Government Area to measure students' performance.

### **Validity of the Instrument**

The instruments were subjected to face validity. To achieve this, the researcher submitted three copies of the instruments to three experts together with purpose of the study, research questions and research hypotheses for validation. Two experts were from the Department of Curriculum Studies, Educational Management and Planning and one expert from the Department of Psychological Foundation all in the Faculty of Education, University of Uyo, for comments and corrections. The comments and corrections from the experts led to the amendment of some items. This approach is consistent with scholarly recommendations that content or face validity should involve expert judgment to ensure that each item adequately reflects the intended construct and is appropriate for the target population (Creswell and Creswell, 2018).

### **Reliability of the Instrument**

In order to determine the internal consistency of the instrument, it was administered to 30 junior secondary students who were selected from the study population but were not included in the study sample. The scores obtained from the students were analyzed using Cronbach Alpha analysis to obtain a reliability coefficient of 0.89 for the instrument.

According to Fraenkel, Wallen, and Hyun (2012), a Cronbach's Alpha value of 0.70 or above is considered acceptable, while values closer to 0.90 demonstrate a very high level of reliability.

### **Method of Data Collection**

At first, a letter of introduction and permission from the Director, Institute of Education and Professional Development, Faculty of Education, University of Uyo was presented to the principals of the participating schools. This was to solicit for their cooperation and permission to administer the Questionnaires to JSS2 students. The respondents were well guided on how to fill the questionnaire which resulted to no error recorded. Also, two research assistants were used in the administration of the instruments. Completed copies of the instruments, 207 were collected and collated for analysis.

### **Method of Data Analysis**

Mean and standard deviation were used to answer all the research questions while Analysis of Variance (ANOVA) was used for testing hypotheses one and two and independent t-test for testing hypotheses three and four. All the null hypotheses were tested at .05 level of significance. Independent T-test was considered necessary because the test can determine if there's a significant difference in academic performance between the two groups, helping to identify if the parental variable has an impact on students' academic performance. Also, ANOVA was suitable for comparing the mean academic performance of multiple groups of students based on a parental variable.

### **Decision Rule**

In order to take decision as regards the research questions, any group (in terms of parental education level, parental socio-economic, parental discipline and parental involvement) with the higher mean score was regarded as having greater students' performance. In terms of the hypotheses, whenever the probability level of significance is less than or equals to 0.05, the

null hypotheses were rejected and whenever the probability level of significance is greater than 0.05, the null hypotheses were retained.

**Ethical Issues**

The researcher ensured that the respondents that constituted the sample size of the study were knowingly and voluntarily given the consent to be part of the study as no information was concealed to enhance participation. The respondents were duly informed of the possible benefits of the research. The researcher also assured the respondents that, their responses were going to be treated as confidential and were strictly used for the purpose of this study.

**RESULTS AND DISCUSSION**

**Results**

**Research Question One:** What is the influence of parental education and students’ academic performance in Social Studies in Junior Secondary Schools in Oruk Anam Local Government Area?

**Table 4.1: The result of mean and standard deviation of parental education and students’ academic performance (N= 207)**

| Variables           | N          | Mean | Std.<br>Deviation |
|---------------------|------------|------|-------------------|
| No Formal Education | 43         | 52.1 | 2.5               |
| Primary Education   | 47         | 57.3 | 2.1               |
| Secondary Education | 55         | 64.8 | 1.9               |
| Tertiary Education  | 62         | 72.5 | 1.8               |
| <b>Total</b>        | <b>207</b> |      |                   |

The result in Table 4.1 indicated that, students whose parents have no formal education recorded the lowest mean score of 52.1, while those whose parents attained tertiary education had the highest mean score of 72.5. This means that, there is positive influence of parental level of education on students' academic performance in Social Studies.

**Research Question Two:** What is the influence of parental socio-economic status and students’ academic performance in Social Studies in Junior Secondary Schools in Oruk Anam Local Government Area?

**Table 4.2: The result of mean and standard deviation of parental socio-economic status and students’ academic performance (N= 207)**

| Variables                     | N  | Mean | Std.<br>Deviation |
|-------------------------------|----|------|-------------------|
| Low SES (10,000 – 50,000)     | 50 | 50.2 | 3.1               |
| Average SES (51,000– 100,000) | 52 | 56.6 | 2.8               |
| High SES(100,000 and above)   | 62 | 67.4 | 2.4               |

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|              |     |
|--------------|-----|
| <b>Total</b> | 207 |
|--------------|-----|

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The results in Table 4.2, indicated that, students from high-income families had the highest mean score of 67.4 with the lowest variation of 2.4, suggesting that they consistently perform well. Conversely, students from very low-income families had the lowest mean score of 50.2 with the highest variability of 3.1, while the average-income had a mean scores of 56.6. This is an indication that, parents with high socio-economic status has significant influence on students' academic Performance.

**Research Question Three:** What is the influence of parental involvement and students' academic performance in Social Studies in Junior Secondary Schools in Oruk Anam Local Government Area?

**Table 4.3: The result of mean and standard deviation of parental involvement and students' academic performance (N= 207)**

| Parental Involvement | Sample Size (N) | Mean Score ( $\bar{x}$ ) | Standard Deviation (SD) |
|----------------------|-----------------|--------------------------|-------------------------|
| High<br>7.2          |                 | 125                      | 3.0                     |
| Low<br>8.9           |                 | 82                       | 2.1                     |

The results in 4.3 above indicated that, students whose parents are highly involved in their education had significant higher mean score of 3.0 compared to those with low parental involvement of 2.1. Also, the lower standard deviation of 7.2 in the high parental involvement group suggests greater consistency in performance, whereas the higher standard deviation of 8.9 in the low parental involvement group indicates more variation and academic instability. This means that high parental involvement has positive influence on students' academic Performance in Social Studies.

**Research Question Four:** What is the influence of parental discipline and students' academic performance in Social Studies in Junior Secondary Schools in Oruk Anam Local Government Area?

**Table 4.4: The result of mean and standard deviation of parental discipline and students' academic performance (N= 207)**

| Parental Discipline | Sample Size (N) | Mean Score ( $\bar{x}$ ) | Standard Deviation (SD) |
|---------------------|-----------------|--------------------------|-------------------------|
| High                | 125             | 75.7                     | 2.2                     |
| Low                 | 82              | 56.9                     | 3.0                     |

The results in table 4.4 revealed a higher mean score of 75.7 for students from households with high parental discipline and a lower mean score of 56.9 for those from low parental discipline. This means that, high parental discipline has a positive influence on students' academic Performance in Social Studies in Junior Secondary Schools in Oruk Anam Local Government Area of Akwa Ibom State.

**Hypotheses Testing**

**Hypothesis One:** There is no significance influence of parental education and students' academic performance in Social Studies in Junior Secondary Schools in Oruk Anam Local Government Area.

**Table 4.5: ANOVA analysis of the influence of parental education and students academic performance in Social Studies in Junior Secondary Schools**

|                | Sum of Squares | df  | Mean Square | F      | Sig.  |
|----------------|----------------|-----|-------------|--------|-------|
| Between Groups | 8234.61        | 4   | 2058.65     | 360.38 | 0.000 |
| Within Groups  | 1413.74        | 202 | 6.99        |        |       |
| Total          | 9648.35        | 206 |             |        |       |

The results of the ANOVA test showed the F-ratio of 360.38 and a p-value of 0.000 ( $p < 0.05$ ) which suggest that, differences in students' academic performance are significantly associated with their parents' education levels. With this result, the null hypothesis which stated that, there is no significance influence of parental education and students' academic performance in Social Studies in Junior Secondary Schools in Oruk Anam Local Government Area was rejected, whereas the alternative was retained.

**Hypothesis Two:** There is no significance influence of parental socio-economic status and students' academic performance in Social Studies in Junior Secondary Schools in Oruk Anam Local Government Area.

**Table 4.6: ANOVA analysis of the influence of parental socio-economic status and students' academic performance in Social Studies in Junior Secondary Schools**

|                | Sum of Squares | df  | Mean Square | F      | Sig.  |
|----------------|----------------|-----|-------------|--------|-------|
| Between Groups | 9855.1592      | 4   | 2463.7898   | 378.08 | 0.000 |
| Within Groups  | 1614.7300      | 202 | 7.9937      |        |       |
| Total          | 11469.8892     | 206 |             |        |       |

The ANOVA results in table 4.6 revealed the F-ratio of 378.08 and a p-value of 0.000 ( $p < 0.05$ ) and this indicated that, students' academic performance differs significantly across different socio-economic levels. With this result, the null hypotheses which stated that, there is no significance influence of parental socio-economic status and students' academic performance in Social Studies in Junior Secondary Schools in Oruk Anam Local Government Area was rejected, whereas the alternative retained.

**Hypothesis Three:** There is no significance influence of parental involvement and students' academic performance in Social Studies in Junior Secondary Schools in Oruk Anam Local Government Area.

**Table 4.7: Independent t-test analysis of parental involvement and students' academic performance in Social Studies in Junior Secondary Schools**

| Parental Involvement | Sample Size (N) | Mean Score ( $\bar{x}$ ) | Standard Deviation (SD) |
|----------------------|-----------------|--------------------------|-------------------------|
| High                 | 104             | 72.1                     | 3.8                     |
| Low                  | 103             | 58.3                     | 4.5                     |

The independent t-test results in table 4.7 revealed the mean score of students with high parental involvement of 72.1 and that of students with low parental involvement of 58.3. Also, the t-value of -27.19 and the p-value of 2.24e-69 ( $p < 0.05$ ) confirmed that, there is significant influence of parental involvement and students' academic performance in Social Studies. With this result, the null hypothesis which stated that, there is no significance influence of parental involvement and students' academic performance in Social Studies in Junior Secondary Schools in Oruk Anam Local Government Area was rejected and the alternative retained.

**Hypothesis Four:** There is no significance influence of parental discipline and students' academic performance in Social Studies in Junior Secondary Schools in Oruk Anam Local Government Area.

**Table 4.8: Independent t-test analysis of parental discipline and students' academic performance in Social Studies in Junior Secondary Schools**

| Parental Discipline | Sample Size (N) | Mean Score ( $\bar{x}$ ) | Standard Deviation (SD) |
|---------------------|-----------------|--------------------------|-------------------------|
| High                | 105             | 4.3                      | 3.8                     |
| Low                 | 102             | 60.2                     | 5.1                     |

The independent t-test analysis recorded a higher mean score of 74.5 for students from homes with high parental discipline and those from homes with low parental discipline of 60.2. The statistical significance ( $p < 0.05$ ) suggested that, structured parental discipline positively impacts students' learning outcomes. With this result, the null hypothesis which stated that, there is no significance influence of parental discipline and students' academic performance in Social Studies in Junior Secondary Schools in Oruk Anam Local Government Area was rejected, whereas the alternative retained.

### Findings

The findings of the study showed that:

- i. There is a significance influence of parental education level and students' academic performance in Social Studies in Junior Secondary Schools in Oruk Anam Local Government Area.
- ii. There is a significance influence of parental socio-economic status and students' academic performance in Social Studies in Junior Secondary Schools in Oruk Anam Local Government Area
- iii. There is a significance influence of parental involvement and students' academic performance in Social Studies in Junior Secondary Schools in Oruk Anam Local Government Area.
- iv. There is a significance influence of parental discipline and students' academic performance in Social Studies in Junior Secondary Schools in Oruk Anam Local Government Area.

## **Discussion of Findings**

### **Parental Education and Students' Academic Performance**

The result of the analysis of the influence of parental education and students' academic performance in Social Studies in Junior Secondary Schools in Oruk Anam Local Government Area of Akwa Ibom State revealed that, parental education level significantly influences students' academic performance in Junior Secondary Schools. The finding aligns with that of Nkanor and Ekpo (2021) who examined parental variables and reading comprehension performance among primary school pupils in Uyo Senatorial District of Akwa Ibom State. The findings revealed that parents with high educational background like PhD holders had a mean performance of 82.67 while those with NCE and First School Leaving Certificate had a mean performance of 55.54 and in the research hypothesis one, the significance lies in the PhD holding parents. Pupils whose parents had Professional Occupations had a mean performance score of 70.40 while Parents with lower income occupation had a mean performance score of 56.60.

### **Parental Socio-Economic Status and Students' Academic Performance**

The result of the analysis of the influence of parental socio-economic status and students' academic performance in Social Studies in Junior Secondary Schools in Oruk Anam Local Government Area of Akwa Ibom State revealed that parental socio-economic status significantly influences students' academic performance in Social Studies in Junior Secondary Schools. The finding aligns with that of Salisu *et al* (2021) who examined parents' socioeconomic status and academic performance of students of Government Day Junior Secondary School Gashaka, Fika Local government Area, Yobe State, Nigeria. Findings of the study revealed that parents' income status has effects on academic performance of students. The finding also is in line with that of Bankole (2024) who examined the impacts of parental socio-economic status on academic performance of secondary school students in Business Studies in Kwara State. The result showed that parental economic status influenced the academic performance of business studies students in secondary school with weighted average; parental occupation has significant influence on academic performance of Business Studies students with weighted average and parental income has significant influence on student's academic performance in Business Studies. This claim was support with weighted average.

### **Parental Involvement and Students' Academic Performance**

The result of the analysis of the influence of parental involvement and students' academic performance in Social Studies in Junior Secondary Schools in Oruk Anam Local Government Area of Akwa Ibom State revealed that parental socio-economic status significantly influences students' academic performance in Social Studies in Junior Secondary Schools in Oruk Anam Local Government Area of Akwa Ibom State. The finding aligns with that of Kwaji *et al* (2019) who determined the impact of parental involvement on students' academic achievement in public and private senior secondary schools in Mubi-North Local Government Area, Adamawa State. Parental involvement was found to be important in determining good students' academic achievement. In the same vein, the finding also is in line with that of Ibrahim (2021) who investigated the impact of parental involvement on the academic achievement of students at Crescent International School. The main findings of the research indicated that students with highly involved parents had better academic performance and higher test scores in all the subjects compared to students whose parents were not involved in their education.

### **Parental Discipline and Students' Academic Performance**

The result of the analysis of the influence of parental discipline and students' academic performance in Social Studies in Junior Secondary Schools in Oruk Anam Local Government Area of Akwa Ibom State revealed that parental socio-economic status significantly influences students' academic performance in Social Studies in Junior Secondary Schools in Oruk Anam Local

Government Area of Akwa Ibom State. The finding aligns with that of Ekpenyong and Joseph (2020) who investigated parental disciplinary practices and students' needs satisfaction as predictors of students' academic achievement in Mathematics in Ikom Education Zone of Cross River, Nigeria. The result of the analysis revealed that parental disciplinary practices and students' needs satisfaction significantly predict students' academic achievement in Mathematics. Also, the finding is in line with that of Nicholas *et al* (2016) who determined the level of discipline and extent of impact of discipline on academic performance among class eight pupils in the sub-county's public primary schools. Results indicated that 46 (5.6%), 214 (26.2%), 413(50.6%) and 144 (17.6%) of the pupils had low, moderate, high, and very high discipline respectively. Also, discipline related positively with, and accounted for 23% of variance in the pupils' academic performance ( $R = .480$ ,  $\beta = .480$ ,  $R^2 = .230$ ,  $p < .05$ ). The findings shown a positive correlation between discipline and academic performance as discipline was found to be a significant predictor of academic performance. The study concluded that, discipline is a critical factor influencing academic performance among pupils.

## **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

### **Summary**

The study was carried out to examine the influence of parental variables and students' academic performance in Social Studies in junior secondary schools in Oruk Anam Local Government Area of Akwa Ibom State. Four research questions and four hypotheses guided the study. The study adopted descriptive survey research design. The population of this study was 2076 junior secondary two (JSS2) students offering Social Studies in all the 16 public secondary schools in Oruk Anam Local Government Area of Akwa Ibom State. A sample size of 207 JSS2 students (approximately ten percent of the students) from the population of the study were selected using stratified random sampling technique. Parental Variables Questionnaire (PVQ)" and examination performance scores in Social Studies was used for data collection. Mean and standard deviation were used to answer the research questions while ANOVA and independent t-test were used to test the null hypotheses at .05 level of significance. The finding revealed that;

- i. There is a significance influence of parental education and students' academic performance in Social Studies in Junior Secondary Schools in Oruk Anam Local Government Area.
- ii. There is a significance influence of parental socio-economic status and students' academic performance in Social Studies in Junior Secondary Schools in Oruk Anam Local Government Area.
- iii. There is a significance influence of parental involvement and students' academic performance in Social Studies in Junior Secondary Schools in Oruk Anam Local Government Area.
- iv. There is a significance influence of parental discipline and students' academic performance in Social Studies in Junior Secondary Schools in Oruk Anam Local Government Area.

### **Conclusion**

Based on the findings of the study, it was concluded that parental variables such as parental educational background, parental socio-economic status, parental involvement and parental discipline positively influence students' academic performance in Social Studies in Junior Secondary Schools in Oruk Anam Local Government Area, Akwa Ibom State.

### **Educational Implication of the Findings**

The followings constitute educational implications of the findings of this study:

- i. Since the findings show that students from high parental education level performed better as a result of intellectual stimulation and direct investment of their

parents in their education than their counterparts with low parental education level, it follows that, the uneducated parents should be encouraged to participate in adult education so as to help their children facilitate learning and improve their academic performance.

- ii. Another major finding revealed that, students from high parental socio-economic status possess most of the necessary materials for their learning unlike students from parents of low socioeconomic status. This implies that, students from low parental socio-economic status should not be mocked or compared with their counterparts from high parental socio-economic status when they failed to meet up with the necessary learning materials, else they may feel inferior and worsen their academic performance the more and may even lead to the exhibition of abnormal behaviour trait. However, students from low parental socio-economic status require virtues like dedication, motivation, skill acquisition, determination, integrity streams of income and tolerance to pursue their career by making use of school facilities during and after school hours to enable them attain high academic performance.
- iii. Further findings indicate that, parental involvement is another major determinant of students' academic Performance. Therefore, there is need for parents to be actively involved in the teaching-learning process of their children, particularly this period that students in public secondary schools come to school from their respective homes.
- iv. Another vital implication of this study is that, parents and school authorities should set clear rules for students' behaviours towards their academic performance. Punishment and positive reinforcement towards academic performance should not be disregarded both at home and in school.

### **Contribution to Knowledge**

The study has contributed to knowledge by providing literature in the area of Parental variables and students' academic performance in Social Studies in Junior Secondary School in Oruk Anam Local Government Area in Akwa Ibom State. Through its empirical investigations, the study has addressed a notable gap in the literature by establishing that, parental variables such as educational attainment, socio-economic status, involvement and disciplinary style have a statistically significant influence on the students' academic performance.

Moreso, the study served as a valid document which provides data and information on how parental variables play an important role in student's success. The validated instrument and findings from this study may therefore serve as a reference point for comparative studies, policy formulation and intervention strategies aimed at enhancing students' learning outcomes.

### **Recommendations**

Based on the findings of the study, the following recommendations were made possible;

- i. Parents should be encouraged to further their education or participate in adult literacy programs to improve their ability to support their children's academic development.
- ii. The government should introduce financial aid programs, scholarships, and free education initiatives for students from low-income families to ensure equal learning opportunities.
- iii. Parents should actively engage in their children's academic activities by attending school meetings, monitoring assignments, and maintaining open communication with teachers.
- iv. Parents should adopt balanced disciplinary strategies that promote responsibility and academic excellence without being overly strict or lenient.

### **Suggestions for Further Research**

- i. Further research should be carried on Parents' education and children's academic performance in Akwa Ibom State.

- ii. Parents' Occupational Background and Student Performance in Public Secondary Schools in Akwa Ibom State.
- iii. This present study may be replicated on a larger using increased number of samples than the size considered under the present study.

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**APPENDIX II**

**PARENTS VARIABLES QUESTIONNAIRE (PVQ)**

**PART A: DEMOGRAPHIC VARIABLES**

**Instruction:** Tick the box appropriately

1. **Parental Education Level:**
  - No Formal Education
  - Primary Education
  - Secondary Education
  - Tertiary Education
  
2. **Parental Socio-Economic Status:**
  - N10,000 to N50,000
  - N51,000 to N100,000
  - N100,000 and above

**PART B: PARENTS VARIABLES QUESTIONNAIRE (PVQ)**

**Key: SA-Strongly Agree, A- agree, D-Disagree, SD-Strongly Disagree**

Please rate how often your parents use these methods

| SN | ITEMS  | SA | A | D | SD |
|----|--|----|---|---|----|
|    | <b>Parental Involvement</b>  |    |   |   |    |
| 1  | My parents help me with my homework and assignment and explain what I don't understand to me |    |   |   |    |
| 2  | My parents attend parent-teacher meetings to discuss my academic progress                    |    |   |   |    |
| 3  | My parents encourage me to perform well in my studies because they have value for education  |    |   |   |    |
| 4  | My parents frequently communicate with my teachers regarding my academic performance         |    |   |   |    |
| 5  | My parents provide a quiet and supportive environment for me to study at home.               |    |   |   |    |
|    | <b>Parental Discipline</b>   |    |   |   |    |
| 6  | My parents set clear rules and expectations for my behaviours                                |    |   |   |    |

|    |  |  |  |  |  |
|----|--|--|--|--|--|
|    | towards my academic performance  |  |  |  |  |
| 7  | My parents punish me when I fail test in school                                    |  |  |  |  |
| 8  | My parents buy gifts for me when I perform well in my studies                      |  |  |  |  |
| 9  | My parents use verbal warning when I don't meet my academic demands                |  |  |  |  |
| 10 | My parents provide emotional support to encourage me to be serious with my studies |  |  |  |  |

**APPENDIX III**

**Reliability of the Instrument**

| S/N | Variables                              | No. of Items | N  | Mean   | SD    | r     |
|-----|--|--------------|----|--------|-------|-------|
| 1   | Parental education                     | 5            | 50 | 34.17  | 3.02  | 0.742 |
| 2   | Parental socio-economic                | 5            | 50 | 34.20  | 2.96  | 0.725 |
| 3   | Parental involvement                   | 5            | 50 | 34.30  | 2.97  | 0.731 |
| 4   | Parental discipline                    | 5            | 50 | 34.17  | 3.02  | 0.742 |
|     | <b>Overall reliability coefficient</b> | 20           | 50 | 136.84 | 11.97 | 0.891 |

**APPENDIX IV**

**SPSS OUTPUT**

MULTIPLE REGRESSION /TESTVAL=0 /MISSING=ANALYSIS /VARIABLES=TK uoi  
 /CRITERIA=CI (.95).

T-Test

[DataSet0]

One-Sample Statistics

|                      | N   | Mean    | Std. Deviation | Std. Error<br>Mean |
|----------------------|-----|---------|----------------|--------------------|
| Parental education   | 105 | 16.2250 | 1.88471        | .13327             |
| Academic performance | 102 | 16.2850 | 1.93195        | .13661             |

One-Sample Test

| Test Value = 0 |    |                 |                 |       |   |  |
|----------------|----|-----------------|-----------------|-------|---|--|
|                |    |                 |                 |       | 95% Confidence Interval of the Difference |  |
| T              | Df | Sig. (2-tailed) | Mean Difference | Lower | Upper                                     |  |
|                |    |                 |                 |       |   |  |

|                         |         |     |      |          |         |         |
|-------------------------|---------|-----|------|----------|---------|---------|
| Parental socio-economic | 121.746 | 105 | .000 | 16.22500 | 15.9622 | 16.4878 |
| Academic performance    | 119.208 | 102 | .000 | 16.28500 | 16.0156 | 16.5544 |

SAVE OUTFILE='C:\Users\USER\Documents\teachers' qualification and academic performance. Sav'/COMPRESSED. T-TEST/TESTVAL=0/MISSING=ANALYSIS /VARIABLES=Tpuoi /CRITERIA=CI(.95).  
 MULTIPLE REGRESSION

[DataSet0] C:\Users\USER\Documents\teachers' year of experience and academic performance.sav

One-Sample Statistics

|                      | N   | Mean | Std. Deviation | Std. Error Mean |
|----------------------|-----|------|----------------|-----------------|
| Parental involvement | 104 | 2.15 | 1.95           | .15329          |
| Academic performance | 103 | 1.86 | 0.83           | .13661          |

One-Sample Test

|                      | Test Value = 0 |     |                 |                 |   |         |
|----------------------|----------------|-----|-----------------|-----------------|---|---------|
|                      |                |     |                 |                 | 95% Confidence Interval of the Difference |         |
|                      | T              | Df  | Sig. (2-tailed) | Mean Difference | Lower                                     | Upper   |
| Parental discipline  | 106.629        | 102 | .007            | 16.34500        | 16.0427                                   | 16.6473 |
| Academic performance | 119.208        | 105 | .007            | 16.28500        | 16.0156                                   | 16.5544 |

MULTIPLE REGRESSION /TESTVAL=0 /MISSING=ANALYSIS /VARIABLES=pduoi /CRITERIA=CI(.95).

**APPENDIX V**  
**FIRST TERM SCORE SHEET 2023/2024**

**CLASS: JSS1 A**

**SUBJECT: SOCIAL STUDIES**

| S/N | CAT 1 | CAT2 | EXAMS | TOTAL | REMARK |
|-----|-------|------|-------|-------|--------|
| 1.  | 6     | 5    | 28    | 39    |        |
| 2.  | 4     | 5    | 39    | 48    |        |

|     |    |    |    |    |  |
|-----|----|----|----|----|--|
| 3.  | 8  | 9  | 25 | 42 |  |
| 4.  | 7  | 11 | 40 | 58 |  |
| 5.  | 9  | 7  | 39 | 55 |  |
| 6.  | 8  | 9  | 35 | 55 |  |
| 7.  | 5  | 2  | 23 | 30 |  |
| 8.  | 10 | 10 | 45 | 65 |  |
| 9.  | 9  | 12 | 40 | 61 |  |
| 10. | 7  | 8  | 35 | 50 |  |
| 11. | 8  | 9  | 25 | 42 |  |
| 12. | 10 | 11 | 32 | 53 |  |
| 13. | 8  | 9  | 46 | 63 |  |
| 14. | 9  | 11 | 40 | 60 |  |
| 15. | 5  | 4  | 37 | 46 |  |
| 16. | 5  | 10 | 35 | 50 |  |
| 17. | 6  | 6  | 17 | 29 |  |
| 18. | 8  | 9  | 42 | 59 |  |
| 19. | 5  | 7  | 31 | 43 |  |
| 20. | 4  | 6  | 37 | 47 |  |
| 21. | 6  | 8  | 46 | 60 |  |
| 22. | 6  | 4  | 20 | 30 |  |
| 23. | 8  | 9  | 25 | 42 |  |
| 24. | 4  | 5  | 38 | 47 |  |
| 25. | 8  | 7  | 28 | 43 |  |

Average = 1214/25 (48%)

**FIRST TERM SCORE SHEET 2023/2024**

**CLASS: JSS1 B**

**SUBJECT: SOCIAL STUDIES**

| S/N | CAT 1 | CAT2 | EXAMS | TOTAL | REMARK |
|-----|-------|------|-------|-------|--------|
| 1.  | 6     | 8    | 16    | 30    |        |
| 2.  | 5     | 7    | 32    | 44    |        |
| 3.  | 5     | 7    | 24    | 36    |        |
| 4.  | 9     | 11   | 34    | 54    |        |
| 5.  | 10    | 8    | 30    | 48    |        |
| 6.  | 7     | 8    | 30    | 48    |        |
| 7.  | 12    | 13   | 38    | 63    |        |
| 8.  | 10    | 10   | 35    | 55    |        |
| 9.  | 12    | 11   | 38    | 61    |        |
| 10. | 11    | 11   | 36    | 58    |        |
| 11. | 6     | 8    | 32    | 46    |        |
| 12. | 9     | 11   | 36    | 56    |        |
| 13. | 8     | 9    | 25    | 42    |        |
| 14. | 11    | 12   | 34    | 57    |        |
| 15. | 10    | 12   | 31    | 53    |        |
| 16. | 6     | 7    | 25    | 38    |        |
| 17. | 8     | 9    | 31    | 48    |        |
| 18. | 8     | 7    | 30    | 45    |        |
| 19. | 9     | 9    | 40    | 58    |        |
| 20. | 5     | 5    | 20    | 30    |        |

|     |    |    |    |    |  |
|-----|----|----|----|----|--|
| 21. | 10 | 11 | 40 | 61 |  |
| 22. | 7  | 7  | 32 | 46 |  |
| 23. | 7  | 6  | 33 | 46 |  |
| 24. | 8  | 9  | 38 | 55 |  |
| 25. | 8  | 6  | 32 | 46 |  |
| 26. | 5  | 6  | 24 | 35 |  |

Average = 1260/26 (48%)

**FIRST TERM SCORE SHEET 2023/2024**

**CLASS: JSS2 A**

**SUBJECT: SOCIAL STUDIES**

| S/N | CAT 1 | CAT2 | EXAMS | TOTAL | REMARK |
|-----|-------|------|-------|-------|--------|
| 1.  | 6     | 6    | 28    | 40    |        |
| 2.  | 4     | 5    | 26    | 35    |        |
| 3.  | 4     | 4    | 10    | 18    |        |
| 4.  | 3     | 3    | 15    | 21    |        |
| 5.  | 6     | 7    | 15    | 28    |        |
| 6.  | 5     | 8    | 18    | 31    |        |
| 7.  | 5     | 5    | 12    | 22    |        |
| 8.  | 4     | 5    | 10    | 19    |        |
| 9.  | 6     | 7    | 14    | 27    |        |
| 10. | 9     | 9    | 32    | 50    |        |
| 11. | 5     | 5    | 12    | 22    |        |
| 12. | 7     | 8    | 25    | 40    |        |
| 13. | 10    | 12   | 61    | 83    |        |
| 14. | 9     | 11   | 33    | 53    |        |
| 15. | 10    | 12   | 42    | 64    |        |
| 16. | 7     | 8    | 32    | 47    |        |
| 17. | 4     | 5    | 13    | 22    |        |
| 18. | 5     | 5    | 14    | 24    |        |
| 19. | 6     | 6    | 15    | 27    |        |
| 20. | 4     | 5    | 9     | 18    |        |
| 21. | 6     | 6    | 17    | 29    |        |
| 22. | 8     | 9    | 32    | 49    |        |
| 23. | 9     | 9    | 35    | 53    |        |
| 24. | 4     | 5    | 16    | 25    |        |
| 25. | 5     | 6    | 29    | 40    |        |
| 26. | 4     | 4    | 17    | 25    |        |
| 27. | 6     | 6    | 28    | 40    |        |
| 28. | 8     | 9    | 34    | 51    |        |
| 29. | 8     | 10   | 23    | 41    |        |
| 30. | 8     | 8    | 35    | 51    |        |
| 31. | 10    | 12   | 52    | 74    |        |
| 32. | 6     | 7    | 27    | 40    |        |
| 33. | 5     | 6    | 14    | 25    |        |
| 34. | 4     | 5    | 16    | 25    |        |
| 35. | 4     | 5    | 10    | 19    |        |

Average = 1278/35 (36%)

**FIRST TERM SCORE SHEET 2023/2024**

**CLASS: JSS2 B**

**SUBJECT: SOCIAL STUDIES**

| S/N | CAT 1 | CAT2 | EXAMS | TOTAL | REMARK |
|-----|-------|------|-------|-------|--------|
| 1.  | 9     | 10   | 37    | 56    |        |
| 2.  | 12    | 12   | 51    | 75    |        |
| 3.  | 02    | 02   | 17    | 21    |        |
| 4.  | 6     | 8    | 32    | 46    |        |
| 5.  | 11    | 11   | 40    | 62    |        |
| 6.  | 5     | 6    | 22    | 33    |        |
| 7.  | 6     | 6    | 29    | 41    |        |
| 8.  | 11    | 10   | 39    | 60    |        |
| 9.  | 6     | 7    | 38    | 41    |        |
| 10. | 8     | 5    | 18    | 31    |        |
| 11. | 5     | 7    | 30    | 42    |        |
| 12. | 10    | 9    | 39    | 58    |        |
| 13. | 6     | 7    | 27    | 40    |        |
| 14. | 7     | 8    | 25    | 40    |        |
| 15. | 13    | 13   | 50    | 76    |        |
| 16. | 10    | 9    | 37    | 56    |        |
| 17. | 6     | 5    | 26    | 37    |        |
| 18. | 5     | 5    | 12    | 22    |        |
| 19. | 5     | 8    | 18    | 31    |        |
| 20. | 10    | 10   | 36    | 56    |        |
| 21. | 13    | 13   | 51    | 77    |        |
| 22. | 9     | 11   | 34    | 54    |        |
| 23. | 11    | 10   | 41    | 62    |        |
| 24. | 6     | 6    | 25    | 37    |        |
| 25. | 4     | 5    | 10    | 19    |        |
| 26. | 9     | 9    | 34    | 52    |        |
| 27. | 10    | 11   | 38    | 59    |        |
| 28. | 6     | 6    | 15    | 27    |        |

Average = 1311/28 (46%)

**FIRST TERM SCORE SHEET 2023/2024**

**CLASS: JSS3 A**

**SUBJECT: SOCIAL STUDIES**

| S/N | CAT 1 | CAT2 | EXAMS | TOTAL | REMARK |
|-----|-------|------|-------|-------|--------|
| 1.  | 9     | 11   | 30    | 50    |        |
| 2.  | 9     | 10   | 35    | 54    |        |
| 3.  | 8     | 8    | 34    | 50    |        |

|     |    |    |    |    |  |
|-----|----|----|----|----|--|
| 4.  | 8  | 10 | 38 | 56 |  |
| 5.  | 5  | 6  | 21 | 32 |  |
| 6.  | 10 | 12 | 44 | 66 |  |
| 7.  | 9  | 11 | 32 | 52 |  |
| 8.  | 10 | 11 | 32 | 53 |  |
| 9.  | 8  | 7  | 20 | 35 |  |
| 10. | 12 | 12 | 52 | 76 |  |
| 11. | 7  | 6  | 25 | 38 |  |
| 12. | 12 | 13 | 61 | 86 |  |
| 13. | 10 | 11 | 40 | 61 |  |
| 14. | 7  | 8  | 32 | 47 |  |
| 15. | 6  | 7  | 22 | 35 |  |
| 16. | 9  | 10 | 48 | 67 |  |
| 17. | 7  | 9  | 32 | 48 |  |
| 18. | 12 | 11 | 60 | 83 |  |
| 19. | 9  | 9  | 49 | 67 |  |
| 20. | 10 | 11 | 30 | 51 |  |
| 21. | 13 | 11 | 58 | 82 |  |
| 22. | 10 | 9  | 34 | 53 |  |
| 23. | 10 | 12 | 38 | 60 |  |
| 24. | 9  | 9  | 38 | 56 |  |
| 25. | 11 | 13 | 60 | 84 |  |
| 26. | 10 | 12 | 43 | 65 |  |
| 27. | 7  | 8  | 16 | 31 |  |
| 28. | 11 | 12 | 52 | 75 |  |
| 29. | 9  | 8  | 23 | 40 |  |
| 30. | 6  | 7  | 20 | 33 |  |
| 31. | 8  | 9  | 29 | 46 |  |
| 32. | 7  | 9  | 22 | 38 |  |
| 33. | 9  | 11 | 31 | 51 |  |

Average = 1884/33 (55%)

**FIRST TERM SCORE SHEET 2023/2024**

**CLASS: JSS3 B**

**SUBJECT: SOCIAL STUDIES**

| S/N | CAT 1 | CAT2 | EXAMS | TOTAL | REMARK |
|-----|-------|------|-------|-------|--------|
| 1.  | 10    | 12   | 43    | 65    |        |
| 2.  | 8     | 12   | 44    | 64    |        |
| 3.  | 9     | 11   | 67    | 87    |        |
| 4.  | 5     | 6    | 19    | 30    |        |
| 5.  | 10    | 11   | 46    | 67    |        |
| 6.  | 6     | 9    | 36    | 51    |        |
| 7.  | 5     | 11   | 36    | 52    |        |
| 8.  | 10    | 12   | 58    | 80    |        |
| 9.  | 10    | 12   | 61    | 83    |        |
| 10. | 7     | 5    | 18    | 40    |        |
| 11. | 8     | 9    | 48    | 65    |        |

|     |    |    |    |    |  |
|-----|----|----|----|----|--|
| 12. | 7  | 11 | 46 | 64 |  |
| 13. | 9  | 8  | 40 | 57 |  |
| 14. | 10 | 11 | 49 | 70 |  |
| 15. | 6  | 6  | 30 | 44 |  |
| 16. | 9  | 12 | 48 | 69 |  |
| 17. | 10 | 8  | 44 | 62 |  |
| 18. | 5  | 6  | 21 | 32 |  |
| 19. | 11 | 13 | 45 | 69 |  |
| 20. | 5  | 4  | 27 | 36 |  |
| 21. | 8  | 9  | 34 | 51 |  |
| 22. | 5  | 5  | 21 | 31 |  |
| 23. | 9  | 10 | 39 | 58 |  |
| 24. | 10 | 10 | 30 | 50 |  |
| 25. | 8  | 9  | 36 | 53 |  |
| 26. | 5  | 6  | 21 | 32 |  |
| 27. | 6  | 7  | 25 | 38 |  |
| 28. | 8  | 9  | 45 | 62 |  |
| 29. | 11 | 12 | 42 | 65 |  |
| 30. | 10 | 13 | 46 | 69 |  |
| 31. | 11 | 11 | 45 | 67 |  |
| 32. | 10 | 9  | 35 | 54 |  |
| 33. | 10 | 11 | 37 | 58 |  |

Average = 1875/33 (56%)