

Family Structure and Parents' Educational Levels as Correlates of Lower Primary School Pupils' Academic Achievement in Social Studies in Osun State, Nigeria

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Abstract

The paper investigated the educational backgrounds of parents of elementary students in Osun state, Nigeria. It aimed to analyze the connection between parents' educational attainment and the educational performance of elementary pupils in the subject of Social Studies. Additionally, the work explored the relationship between family state and the educational achievement of elementary pupils. The investigation employed a descriptive correlational survey research design. The target study comprised pupils aged 5-8 years old and their parents residing in Osun State. The sample population consisted of 300 students and 300 parents, selected through a multistage selection technique. From every selected school, twenty (20) children were chosen using a simple random selection procedure, and all parents of the chosen pupils were purposefully employed for the study, comprising 300 pupils and 300 parents who comprised the study's sample. The two research instruments were "Questionnaire on Family Structure and Parents' Educational Levels" (QFSPLEL) and "Pupils' Previous Terms Results in Social Studies" (PPTRSS). The data collected were analyzed statistically using frequency, percentage, and "Pearson Product Moment Correlation (PPMC) methods". The research findings shows that the degree of lower primary school children's family structure is very high in Osun State, at 78.5%. The findings found that the level of education of lower primary school children's parents was high in Osun State, at 58.1% in the study results, a significant and positive correlation ($r = 0.885$; $p < 0.05$) between parents' educational levels and the academic achievement of lower primary school students in Social Studies within the study area. On the other hand, the study did not find a significant correlation between family settings and the educational abilities of lower elementary children of study area in Social Studies ($r = 1.978$; $p > 0.05$).

Keywords: elementary students, educational performance, parents, Family Structure.

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INTRODUCTION

Social Studies centers around man and the difficulties he encounters in his everyday settings; the ways he employs to solve the problem; and the sustainability of the solutions. From a broader perspective, Social Studies is a systematic and methodical process by which a society transmits its values and ethos over time and space, particularly in a social setting. Social Studies enables students to communicate and engage successfully, as well as address current societal issues (Okobia, 2015). Social Studies' nature, objectives, and goals emphasize students' acquaintance with their physical, social, economic, political, cultural, and technical settings. The subject

approaches problems and challenges holistically. In simple terms, it addresses all of the experiences that an individual has in his life.

According to Obebe and Olatunde (2015), the scope of social studies is very broad because it includes information from a variety of social sciences, including anthropology, sociology, philosophy, geography, and more. According to Ogunsanya (2018), social studies is also known as peace education in some nations, cultural studies in others, and environmental studies in still others. He continued by saying that the many labels given to social studies are a result of the unique issues that each nation or group faces (Betawi, 2010). Many nations have viewed social studies as the cornerstone of

their efforts to build their people and their capabilities as a nation.

In the school environment, social studies is viewed as an important subject, and the fact that social studies performs a significant job in the scientific and technological development of all countries is widely reported (Behrman 2014). This is one of the reasons why social studies in individual and national development has become a central subject among social sciences and all other science majors in the Nigerian education system. Social studies, when appropriately designed and effectively taught, has the potential to address and resolve social issues encountered by developing countries like Nigeria. The knowledge and skills imparted through social studies can be passed down from one generation to the next, ensuring the continuity of these values and qualities. These aspects are crucial for the overall well-being of children and society as a whole.

It is important not to overlook the role of early childhood education and care (ECC) centers in the development of learners. ECC centers perform an important job in shaping the educational foundation of kids. By incorporating social studies into the curriculum at an early age, ECC centers can help instill important social values, cultural understanding, extensive reasoning, and problem-solving ability in young school children. This early exposure to social studies can have a lasting impact on their development and contribute to the betterment of society.

Early Childhood Education and Care Centers (ECECs) are a globally recognized concept that exists in all societies, although the specific practices may vary. The main intention of ECECs is to make sure children are provided with learning opportunities. The nature of ECECs can be either formal or informal, depending on the cultural and societal practices of a particular region, as stated by the "Consultative Group on Early Childhood Care and Development" (2017).

In the nation's National Policy on Education (FRN, 2014) defines Early Childhood Education as a kind of learning provided to children during their early years, typically ranging from three to eight years of age. It emphasizes the need for a standardized environment and conditions that foster effective learning among children. In Nigeria, Early Childhood Education encompasses kindergarten, nursery schools, and primary education for children aged one to three (Oduolowu & Olowe, 2011). Early Childhood Education and Care Centers (ECECs) are an internationally recognized concept present in all societies, although their specific practices may vary. In Nigeria, Early Childhood Education primarily focuses on kids in the region of 0 to 8 years and includes kindergarten, nursery schools, and early primary education.

However, with the present spike in knowledge around the world, much demand is placed on the teacher as well as the learner, the syllabus, and the environment in the entirety of education. Social Studies, even though the Nigerian government recognizes that learning is a must for every boy and girl and not just a privilege and spends an average of 30.0% of recurring expenditure on education (Obebe & Olatunde, 2010). The study of Social Studies allows us to not make previous errors and be self-aware about the present. "It makes pupils to understand where they fit in with society and give them a vision for the future. Because of this, quality Social Studies education must be provided to children, beginning at a young age" (Olorundare, 2016). There is a need to teach the kids about their society and help them to always remember history.

Family structure is a family setting and the hierarchy that runs in the family. For instance, in some families, fathers play the whole responsibilities of providing for the needs of the family while in some families, mothers play these roles. In other families, there are very large numbers of children and the extended family system is in use while in some families, small units' structure operates. Lemaet, Engle, and Super (2014) saw family structure as the design of the family, the way it is made up, and determinants are based on who makes key decisions, their social-economic life, the value of education, number of children, and many more. Pathak (2017) argued that inadequate parental participation, depending on the type of family structure, along with a child's extreme deprivation of social and economic necessities usually results in poor student learning outcomes in Social Studies.

According to Lemaet, Engle, and Super (2014), the relationship between parental socioeconomic position and children's learning outcomes in Social Studies is directly proportional. Parents' education might span from primary school to secondary school to tertiary education and beyond. Observations have indicated that the educational state of father and mother can affect the kid's academic achievement in school subjects. For instance, parents who have a low education like Secondary School Certificate might be said to have time for the academic activities of their children. However, he might not have the financial strength to cater for these children while parents who have postgraduate degrees might have the financial will to care for their children but no sufficient time. This is supported by Caciopo and Petty (2016), who established a connection of father and mother's literacy status and kid's drive and efficiency in lower primary schools.

Academic performance refers to the grading system and information source used by educational institutions to evaluate a student's understanding and comprehension of the material covered in an academic program. It serves as an indicator of a student's level of education and progress, as grades and points are awarded

at specific stages. Through academic performance, students achieve their goals and develop their tomorrow and personal growth (Hamada, 2010). Salar, Baghaei, Ghavami, and Zare (2013) argue that academic performance is a measure of the cognitive efficiency of the kids and the strength of the educational system. It is reflected through students' successful completion of exams and other assessments, indicating the attainment of cognitive objectives.

There are a lot of obvious elements that lead to low academic accomplishment in social studies, despite the necessity for contemporary advancement through inventive instructional methodologies and hands-on education. This is a result of a number of variables, all of which are essential to the teaching of social studies, such as a dearth of instructional materials, inadequate teaching methods, a shortage of competent teachers, practical work, and subpar delivery. Other problems include the lack of readiness of the learners to learn the subject due to low teachers' involvement, parental involvement, inadequate play-learning activities. It is also an observed belief that children raised by single parents might not do well in school. However, little is being done on family structure and parents' educational levels as correlates of lower primary school pupils' academic achievement in Social Studies in Osun State; hence this study.

Purpose of the Study

The purpose of this study was to examine family composition and parental educational attainment as correlated with the academic performance of lower primary school students in Osun State in social studies. The specific objectives of this research are to:

- i. Identify levels of lower primary school pupils' family structure in Osun State;
- ii. Assess lower primary school pupils' parents' levels of education in the study area;
- iii. Examine the relationship between parents' levels of education and academic achievement of lower primary school pupils in Social Studies in the study area; and
- iv. Examine the relationship between family structure and academic achievement of lower primary school pupils in Social Studies in the study area.

Research Questions

Two research questions were raised to guide this study,

- i. What are the levels of lower primary school pupils' family structure in Osun State?
- ii. What are the parents' levels of education of lower primary school pupils in the study area?

Hypotheses

In the study, the following hypotheses were investigated:

- i. In the study area, there is no correlation between lower primary school students' academic success in Social Studies and the educational attainment of their parents.
- ii. In the study area, there is no correlation between family structure and lower primary school students' academic success in Social Studies.

Literature Review

Vygotsky's Sociocultural Theory of Cognitive Development

Vygotsky's theory sees learning from the perspective of individual and links the development of children to environmental factors, zone of proximal, scaffolding and competence. He encourages learners to control their learning, construct meaningful learning and be more active with interactions occurring face to face. Learners take on the role and are allowed to ask questions, reflect and get support and participate actively in their learning when meaningful teaching methods are used. The Zone of Proximal Development theory, developed by Vygotsky, explains how children's reasoning differs when they work independently from when they collaborate with more knowledgeable and experienced individuals. According to his research, the learning environment should include directed interaction that enables students to consider discrepancies and subsequently alter their beliefs through dialogue. This learning theory requires teachers to allow freedom through full participation and practical demonstration of concepts taught in class, discourage rote learning and make learners involved in the learning process.

Constructivism is an innovation and interactive instructional theory that incorporates other desirable teaching strategies, such as concept mapping, collaborative and inquiry learning strategies and use of analogy among others. The contact between the teacher and the students is beneficial to the students when they receive assistance from other students who are more skilled and knowledgeable about the task. The more knowledgeable student also gains because doing so makes their understanding of what they already know more readily apparent and objective. During social interaction, these teaching methods support the cognitive development, child participation and learning ways of thinking and acting that are not previously available to the child. The cognitive growth that emerges is initially intermental which occurs between two or more individuals and thus allows children of different ages to learn and develop skills and attitudes through participation and guided practical activities such as inquiry learning that will in turn make them to be self-reliant to analyse the world in which they live, justify their words through actions, encourage peers to join and respect opinions.

Concept of Learning

Learning plays a significant role in human behavior, encompassing a wide range of skills, habits, emotions, and other aspects of adult behavior that differ greatly from those exhibited by children. This contrast demonstrates the impact of learning on individual development. As individuals continually interact with and are influenced by their environment, they adapt and modify their behavior to effectively navigate it. Thus, learning can be described as a process of behavioral change influenced by previous experiences. Skills, knowledge, habits, attitudes, interests, and other personal traits are all outcomes of learning.

Learning is characterized as a "moderately changeless alter in behavior that happens as a result of hone or encounter." This definition comprises three important elements. Firstly, learning involves a change in behavior, which can be either positive or negative. Secondly, this change is a result of practice or experience, excluding changes attributable to natural growth or maturation. Lastly, the change in behavior must be relatively enduring and long-lasting.

METHODOLOGY

The research design employed in the study was correlational design. The sample size for the study consisted of 300 parents and 300 children who were selected using a multistage sampling procedure. Three

senatorial districts in Osun State provided the data for the study. One local government area was picked in each of the three senatorial districts using a simple random selection method. Five elementary schools from each local government region were selected, for a total of 15 schools, using a straightforward random selection process. The study's sample consisted of 300 parents and 300 students. 20 pupils from each selected school were randomly selected for the study, and all of their parents were enrolled on purpose. Two research instruments were used They were: Questionnaire on Family Structure and Parents' Educational Levels (QFSPEL) and Pupils' Previous Terms Results in Social Studies (PPTRSS). The (QFSPEL) was used to elicit information on family structure and parents' educational levels while the (PPTRSS) was used to gather information on pupils' previous terms result in Social Studies. The instruments were validated by experts and the reliability was determined using Cronbach Alpha reliability test for the QFSPEL, the result of the reliability test conducted yielded 0.752. Data collected were analysed using frequency, percentage and Pearson Product Moment Correlation (PPMC) statistical tools. Research questions one and two were analysed using frequency counts and simple percentages while hypotheses one and two were analyses using Pearson Product Moment Correlation (PPMC) statistical tools.

Results of the Study

Table 4.1: Descriptive analysis of socio-demographic data of respondents

	Frequency (F)	Percentage (%)
Age of Respondents		
Less than 20	67	22.9
21-40	98	33.6
41 and above	135	45.0
Marital Status of Respondents		
Married	219	75.0
Divorced	69	23.6
Separated	12	3.4
Occupation of Respondents		
Student	69	23.0
Farming	23	7.7
Trading	74	24.7
Artisans	12	4.0
Civil service	92	30.7
Others	30	10.0
Employment Status of Respondents		
Employed	216	72.4
Unemployed	43	14.3
Self-employed	40	13.3
Total	300	100.0

Findings on the age of respondents as shown in Table 1 revealed that most of the respondents were above age 41 (45.0%), other were 33.6% and 22.9% respectively. Findings on respondents' marital status showed that 75.0% of the respondents were married, 23.6% were divorced and 3.4% were separated. Results

further revealed that most of the respondents were civil servants (30.7%), traders (24.7%), students (23.0%), other were clergymen, drivers and many more (10.0%). The employment status of respondent revealed that most of the respondents were 72.4%, others were unemployed (14.3%) and self-employed (13.3%).

4.1.1: Research Question One: What are the levels of lower primary school pupils’ family structure in Osun State?

To answer the research question above, simple percentages and frequency counts of the descriptive items on lower primary school pupils’ family structure were collected and reported as average percentages in Table 4.2 below.

Table 4.2: Descriptive analysis of the levels of lower primary school pupils’ family structure in Osun State

S/N	Levels	Frequency (F)	Percentage (%)
1.	Very High	115	38.5
2.	High	110	36.6
3.	Moderate	29	9.7
4.	Low	46	15.2
Total		300	100.0

As shown in Table 4.2 the findings revealed that the level of lower primary school pupils’ family structure in Osun State which shows that the structure is very high (38.5%), high (36.6%), moderate (9.7%) and low (15.2%) respectively. This implies that the family

structure in the study area is very high in terms of family size, parenting, education of their children nature of family and many more. Findings in Table 4.3 and Table 4.4 give a clearer and detailed analysis to this discourse.

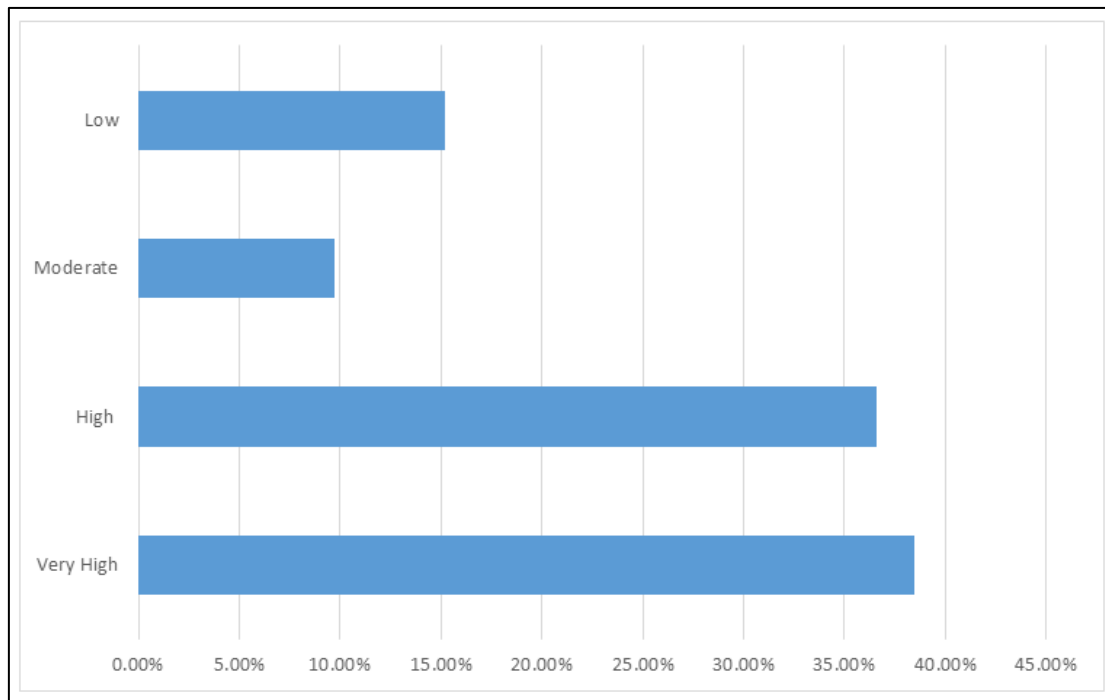


Figure 4.1: Levels of lower primary school pupils’ family structure in Osun State

Findings in figure 4.2 revealed that the family structure lower primary school pupils in the study area is

very high (38.5%), high (36.6%), moderate (9.7%) and low (15.2%).

Table 4.3: Descriptive analysis of the family number of children and family type

	Frequency (F)	Percentage (%)
Number of Children of Respondents		
1	34	13.1
2-4	151	58.1
4 and above	115	28.8
Type of Family		
Nuclear	235	78.3
Extended	60	22.7
Total	300	100

Findings on the number of children by parents in the study area revealed that most of the parents have more between 2 and 4 children (58.0%) followed by 28.8% of the parents who had 4 children and above. The

least of parents (13.1%) and one child. Findings on the type of family revealed that most of the respondents run a nuclear family (78.0%) while others run extended family (22.7%).

Table 4.4: Descriptive analysis of the family structure

S/N	Items	Strongly Agree	Agree	Disagree	Strongly Disagree
1	My family is large and comprises of other family members alongside my spouse and children.	51 (17.0%)	73 (24.3%)	115 (38.3%)	61 (20.3%)
2	I am not the biological parent of the child(ren); I am a guardian/foster parents	10 (3.3%)	16 (5.3%)	109 (36.3%)	165 (55.0%)
3	My child(ren) is/are enforced to study their notes/book and carry out their assignments before going to bed every day.	119 (39.7%)	109 (36.3%)	49 (16.3%)	23 (7.7%)
4	My level of education do not permit me to teach my child(ren) school subjects at home.	7 (2.3%)	49 (16.3%)	110 (36.7%)	134 (44.6%)
5	I have employed a lesson teacher for my child(ren) because of my busy schedule at work.	27 (9.0%)	48 (16.0%)	144 (48.0%)	81 (27.0%)
6.	I am a single parent.	8 (2.7%)	22 (7.3%)	132 (44.0%)	135 (45.0%)
7.	My child(ren) live with their grandparents and other relatives of the family.	9 (3.0%)	18 (6.0%)	126 (42.0%)	147 (49.0%)
8.	I am presently studying a course in school.	30 (10.0%)	32 (10.7%)	144 (48.0%)	94 (31.3%)
9.	My family is polygamous in nature.	14 (4.7%)	44 (14.7%)	119 (39.7%)	123 (41.0%)
10	My children stay with our religious members.	16 (5.3%)	46 (15.3%)	105 (35.0%)	133 (44.3%)

Findings on the family structure of lower primary school pupils in the study area are interpreted below using the summation of percentages in “strongly agree” and “agree” or “disagree” and “strongly agree” in order to make statements. Results showed that the families of respondents are not large and do not comprise of other family members alongside my spouse and children (58.6%), respondents are the biological parents of their children (91.3%), child(ren) is/are enforced to study their notes/book and carry out their assignments before going to bed every day (76.0%), respondents’ level of education do not disallow them to teach their child(ren) school subjects at home (81.3%), most of the parents do not employ a lesson teacher for their child(ren) because of my busy schedule at work (75.0%), most of the parents are not single (95.0%), a large

number of child(ren) do not live with their grandparents and other relatives of the family (91.0%), parents are not presently studying a course in school (79.3%), few of the parents have families that are polygamous in nature (18.7%) and on the other hand, most respondents’ children do not stay with religious leaders (79.3%).

4.1.2: Research Question Two: What are parents’ levels of education of lower primary school pupils in the study area?

To answer the research question above, simple percentages and frequency counts of the descriptive items on lower primary school pupils’ parents’ levels of education were collected and reported Table 4.5 below.

Table 4.5: Descriptive analysis of the levels of lower primary school pupils’ parents’ levels of education in Osun State

Level of Formal Education of Respondents	Levels	Frequency (f)	Percentage (%)
Tertiary	High	164	54.6
Secondary	Moderate	100	33.3
Primary	Low	17	5.7
Total		300	100

As shown in Table 4.5, the findings revealed that the level of lower primary school pupils’ parents’ levels of education in Osun State which shows that most of the parents had tertiary education (54.6%) which

indicate that the parents’ educational level is high, followed by those who had secondary (33.3%) and primary education (5.7%).

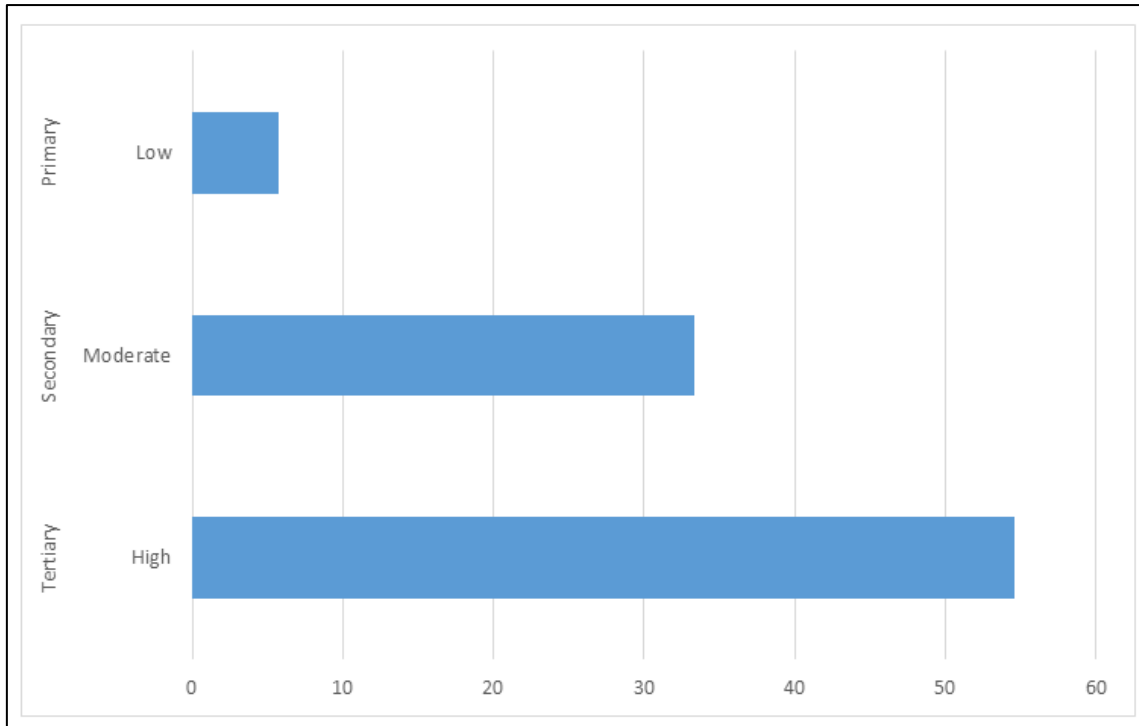


Figure 4.2: Lower primary school pupils' parents' levels of education in the study area

Findings in Figure 4.2 showed that most of the parents had tertiary education (high) (54.6%) followed by those who had secondary (moderate) (33.3%) and primary education (low) (5.7%).

4.1.3: Hypothesis One

There is no significant relationship between parents' levels of education and academic achievement

of lower primary school pupils in Social Studies in the study area.

In order to test the hypothesis, data collected on parents' levels of education were subjected to Pearson Product Moment Correlation analysis using academic achievement of lower primary school pupils in Social Studies as dependent variable and the results are presented in Tables 4.6.

Table 4.6: Pearson Product Moment Correlation (PPMC) of the relationship between parents' levels of education and academic achievement of lower primary school pupils in Social Studies in the study area

Groups	N	Mean	SD	r	Sig. (2-tailed)	Remark
PLE	300	15.27	5.30	0.885	.000	Significant
AA	300	31.55	9.75			

(r = 0.885; p < 0.05)

Parents' Levels Education (PLE); Academic Achievement (AA)

Results in Table 4.6 showed that there was significant relationship between parents' levels of education and academic achievement of lower primary school pupils in Social Studies in the study area (r = 0.885; p < 0.05). Therefore, the null hypothesis that states that there is no significant relationship between parents' levels of education and academic achievement of lower primary school pupils in Social Studies in the study area is hereby rejected. The result implies that parents' levels of education predict academic achievement of lower primary school pupils in Social Studies in the study area.

4.1.4: Hypothesis Two: There is no significant relationship between family structure and academic achievement of lower primary school pupils in Social Studies in the study area

In order to test the hypothesis, data collected on family structure was subjected to Regression Analysis using academic achievement of lower primary school pupils in Social Studies as dependent variable and the results are presented in Tables 4.7.

Table 4.7: Pearson Product Moment Correlation (PPMC) of the relationship between family structure and academic achievement of lower primary school pupils in Social Studies in the study area

Groups	N	Mean	SD	r	Sig. (2-tailed)	Remark
FS	300	16.37	6.27	1.978	.230	Significant
AA	300	31.55	9.75			

(r = 1.978; p > 0.05)

Family Structure (FS); Academic Achievement (AA)

Results in Table 4.7 showed that there was no significant relationship between family structure and academic achievement of lower primary school pupils in Social Studies in the study area ($r = 1.978$; $p > 0.05$). Hence, the null hypothesis that states that there is no significant relationship between family structure and academic achievement of lower primary school pupils in Social Studies in the study area is hereby not rejected. The result implies that family structure could not really predict academic achievement of lower primary school pupils in Social Studies in the study area.

4.2 DISCUSSION OF FINDINGS

The findings of the study conducted in Osun State revealed a high prevalence of lower primary school pupils belonging to various family structures. This result aligns with the findings of Pribesh, Carson, Dufur, Yue, and Morgan (2020) in their study on family structure stability, parental involvement, and educational outcomes. According to Pribesh *et al.*, (2020), the family environment in which children grow up has significant effects on their skills, resources, and attitudes towards education. Previous research has shown that children living with two married, opposite-sex, biological parents tend to have better educational outcomes compared to those in alternative family structures. This advantage may be attributed to higher availability of resources, lower exposure to stressors, or different patterns of selectivity. Socioeconomic stratification also plays a significant role in family structure, with low-income families experiencing higher levels of family structure instability. The impact of family structure on educational outcomes may be influenced by transitions into and out of different family structures, which can potentially disrupt specific resources crucial for child academic achievement, such as parental involvement. These transitions and their effects on parental involvement may contribute to the existing academic disparities observed across socioeconomic classes.

The study conducted by Pribesh *et al.*, (2020) utilized data from waves 1 to 6 of the Growing Up in Australia: Longitudinal Study of Australian Children (LSAC). It examined the relationship between family stability, transitions, parental involvement, and educational outcomes from birth to age 10/11 years. The analysis accounted for various covariates, including resources, stressors, and selectivity factors. The study found that changes in parental involvement were particularly notable for families that experienced both transitions and single parenting. Furthermore, these

differences in parental involvement were found to have an impact on academic outcomes.

The study by Pribesh *et al.*, (2020) provides further support for the influence of family structure and transitions on parental involvement and subsequently on educational outcomes. Understanding these dynamics is important in addressing the academic disparities that exist across different family structures and socioeconomic backgrounds. The study indicates a high level of parental education among lower primary school pupils. These findings align with the study conducted by Onyedikachim and Ezekiel-Hart (2021) in Abia State, which investigated the influence of parents' educational level on students' academic achievement at the secondary level of education. While numerous studies have been conducted globally on the influence of parental socioeconomic status, including factors such as income, education, and occupation, on children's academic success, there has been limited research specifically focused on Abia State. Onyedikachim and Ezekiel-Hart (2021) sought to address this gap by examining the influence of parents' educational level on students' academic achievement in the region. The study explored the concepts of education, academic performance, and their interrelationship.

Based on their findings, the researchers recommend that parents with higher educational levels should actively participate in, assist, and directly engage in their children's homework, education, and activities both at school and at home. On the other hand, parents with lower educational status should seek to involve educated relatives, friends, and neighbors in the academic upbringing of their children at home. The study also highlights the importance of teachers and administrators providing regular feedback to parents regarding the progress of their children. Additionally, the authors suggest that concerned agencies should initiate programs aimed at improving the literacy levels of parents, as this can have a positive impact on their children's academic outcomes.

The study conducted by Onyedikachim and Ezekiel-Hart (2021) supports the findings of the study in Osun State, emphasizing the influence of parents' educational level on students' academic achievement. The recommendations put forward by the researchers provide practical strategies for parents, teachers, administrators, and concerned agencies to enhance educational outcomes by leveraging parental education and involvement. Also, the study indicated a significant

relationship between parents' levels of education and the academic achievement of lower primary school pupils in Social Studies. These findings align with the study conducted by Khan, Iqbal, and Tasneem (2015) in District Rajanpur, which investigated the influence of parents' educational level on the academic achievements of secondary school students.

Khan, Iqbal, and Tasneem (2015) focused their study on the influence and impact of parents' educational level on students' academic achievement at the secondary level of education. The researchers utilized the results of the 9th class in the secondary school certificate examination administered by the Board of Intermediate & Secondary Education Dera Ghazi Khan. The study employed oral interviews, observations, and a questionnaire as research instruments. The research population consisted of students from various public and private high schools in District Rajanpur, South Punjab, with a sample size of 200 randomly selected Grade 10 students. The researchers formulated and tested null hypotheses using independent Z-test analysis, and a descriptive study based on empirical data was conducted to correlate the variables under investigation.

Based on their data analysis, Khan, Iqbal, and Tasneem (2015) found a significant positive relationship between parents' educational level and the academic achievements of students. This supports the results of the study conducted in the study area, which also indicated a significant relationship between parents' levels of education and the academic achievement of lower primary school pupils in Social Studies. Both studies highlight the influence of parents' educational level on students' academic achievement. The findings suggest that higher levels of parental education are associated with improved academic outcomes for students. These results emphasize the importance of parental education as a contributing factor to students' educational success.

The study did not show a significant relationship between family structure and the academic achievement of lower primary school pupils in Social Studies. This finding differs from the findings of Mante, Maosen, Aboagye, and Darko (2021), who conducted a study on the influence of family structure on the academic achievement of students in Ghana. Mante et al. (2021) focused their study on the influence of family structure on academic achievement in the Kwabre East Municipal Area. The study aimed to determine the roles of families in the academic achievement of senior high school students, identify challenges to the effective performance of these roles, and investigate the influence of family structure on academic achievement. The study utilized a cross-sectional design and collected data from 363 students in the Kwabre East Municipal. A structured questionnaire was used as the data collection instrument, and the data were analyzed descriptively and quantitatively. Pearson Correlation Coefficient was employed to establish the relationship between family

structure and academic achievement. According to Mante *et al.*, (2021), the majority of the respondents disagreed that parents provide health information about their wards and academic histories to school authorities. Additionally, parents were found to be less supportive of their wards in home learning. However, parents were supportive of ICT learning in schools and attended school programs such as anniversaries. Financial hardship was identified as a significant challenge for parents' effective involvement in their children's academic achievement. The study found a significant strong positive correlation between parental roles in education and students' academic achievement.

In contrast to the study conducted in the study area, Mante *et al.*, (2021) observed a relationship between family structure and academic achievement among students in Ghana. The findings of Mante et al. suggest that parental involvement and support in education, such as providing health information, academic histories, and learning materials, can positively impact students' academic achievement.

The study conducted in this study area did not find a significant relationship between family structure and academic achievement, while Mante et al.'s study in Ghana identified a positive correlation between parental roles in education and students' academic achievement. These differing findings highlight the complex nature of the relationship between family structure and academic outcomes, and further research may be needed to explore this relationship in different contexts.

CONCLUSION

Based on the findings of the study, the conclusion drawn is that there is a significant relationship between parents' levels of education and the academic achievement of lower primary school pupils in Social Studies in the study area of Osun State. This suggests that higher levels of parental education are associated with better academic performance in Social Studies among lower primary school pupils. On the other hand, the study found that family structure is not significantly related to the academic achievement of lower primary school pupils in Osun State. This implies that variations in family structure, such as single-parent households or blended families, do not have a significant impact on the academic achievement of lower primary school pupils in the subject of Social Studies. The study concluded that parents' levels of education play a crucial role in influencing the academic achievement of lower primary school pupils in Social Studies, while family structure does not show a significant relationship with academic achievement in the same subject among lower primary school pupils in Osun State.

5.3 RECOMMENDATIONS

Based on the findings of the study, the following recommendations were therefore suggested to further promote children learning and achievement:

1. Parents should be motivated and updated on how to make teaching-learning interesting to their children irrespective of the subject matter.
2. Parents should be ready to give quality attention to the learning of the children since pupils at this stage are not yet mature to make some certain significant decision as regard their learning.
3. Education remains the bedrock of development in any country, government should make the achievement of standard education her priority.

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