

Socioeconomic and Family Determinants of Primary School Pupils' Academic Performance in Osun State, Nigeria

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ABSTRACT

Purpose – This study examined the factors affecting the academic performance of primary school pupils in Osun State, Nigeria. Specifically, it investigated the influence of parents' socioeconomic status, educational background, occupation, parenting styles, and family structure, size, and background on pupils' academic performance.

Methodology – The study adopted a correlational descriptive survey design. A multistage sampling procedure was used to select 100 pupils from four Local Government Areas across the senatorial districts of Osun State. Four schools were selected from each LGA, comprising both private and public schools, and 25 pupils were randomly selected from each school. Data were collected using the Pupils' Questionnaire on Academic Performance and Socioeconomic Status of Parents (PQAPSSP). The instrument's reliability was established using Cronbach's alpha, which yielded 0.78. Data were analyzed using frequency distribution tables and decision rate.

Findings – Five major factors positively influenced pupils' academic performance: authoritative parenting style, small class size, adequate school resources, stable parental occupation, and nuclear family structure. The absence of these factors was associated with poor academic performance. The study further showed that parents' socioeconomic status significantly contributed to pupils' cognitive development and academic success.

Novelty – This study contributes to the existing literature by providing empirical evidence on the correlation between parental socioeconomic status and pupils' academic performance in Osun State.

Significance – The findings would benefit pupils, parents, teachers, educational planners, and other stakeholders seeking to improve academic performance in primary schools.

Keywords: Academic performance; Cognitive development; Family structure; Parenting style; Parental socioeconomic status; Primary school pupils.

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1. Introduction

Education means different things to different people. In general, it can be defined as the transmission of knowledge from one person to another, or from a teacher to a pupil. UNESCO (2025) defined it as “the total process of developing human ability and behavior.” Education is a field of study that entails teaching someone something or how to do something. It is the process of training and instruction, especially of children and young people in schools and colleges, designed to give knowledge and develop skills.”, (Hornby, 2024). Education is not just useful to a nation as a whole, but to the mini-societies and communities that make up a state; it is useful to the families and households that make up a community; it is useful to the individuals, both old and young. The Human Development Index lists three main indicators of human development: longevity, educational attainment, and living standards. (undp.org, 2024) Included under these 3 broad indicators are additional indicators such as economic growth, social investment, people's empowerment, physiological needs, provision of a social safety net, political and cultural freedom, and many more. Note-worthily, none of these pointers is attainable without education. Education then becomes the basic ingredient to achieving the Human Development Index. It becomes the equalizing tool for all individuals regardless of their social class. It becomes a level playing ground for all families and individuals who yearn for personal growth and want to increase their standard of living.

According to Fundai et al. (2007), the greatest investment a nation can make in the development of its economic, sociological, and human resources is education. The significance of education to a nation can be likened to a propeller; it consistently thrusts that nation to growth and advancement. The national level of education is directly proportional to a country's well-being and overall development. “If the educational attainment is high in a country, it will lead to a higher growth of human development, and education is a key factor in determining whether a country is a developed, developing, or underdeveloped nation.” (Indrayani et. al., 2014). “Education delivers knowledge of equality among everyone in the society and encourages the growth and improvement of the nation” (Bello, 2022), and this is why a nation must make a conscious effort to educate its citizens because education is the basic foundation for national development. It is an indispensable panacea to primitiveness and futuristic growth.

The Nigerian Philosophy of Education is based on the need to develop individuals into sound and effective citizens, the need to fully integrate individuals into the community, and the need to provide equal access to educational opportunities for the country (NPE, 2014). These needs cannot be met if a large percentage of our children struggle to learn, perform well, and stay in school. Statistics show that Nigeria's average completion rate for primary education is 53.6% (MICS, 2021). Although the percentage is higher in northern Nigeria than in the south, this does not change the fact that, as of October 2022, about 20 million children are out of school in Nigeria. According to the United Nations Educational, Scientific, and Cultural Organization (UNESCO), this figure is a far-reaching increase from the 10.5 million recorded by the United Nations Children’s Fund (UNICEF) in 2020. The World Bank posits that Nigeria is experiencing learning poverty in which 70% of 10-year-olds cannot understand a simple sentence or perform basic numeracy tasks” (Thecable.ng, 2022). Exploring the reasons

behind the academic performance of primary pupils in Nigeria is the bane of this study. For a newly born child to learn daily, grow, and achieve academic excellence, there's a need to provide such individuals with unwavering support throughout their basic, secondary, and tertiary education.

Vygotsky's Sociocultural Theory believes children learn from their cultural environment, mentors, and other influences, and then adapt the lessons and ways of doing things to their current situations. Also, the sociocultural theory posits that children have a "zone of proximal development" that builds on what they already know and extends to what they can discover with guidance. There are three fundamental concepts that define sociocultural theory: social interaction, language, and the learning process. He purported these concepts as crucial tools to a child's cognitive development. Vygotsky believed that thinking has social origins and that cognitive development cannot be understood without reference to the social context within which it is embedded. According to him, "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first between people (inter-psychological) and then inside the child (intra-psychological)" (Vygotsky, 1978). He characterized this process as guided participation. This explains how a child actively learns new cognitive skills and problem-solving abilities through a meaningful collaborative activity with an assisting adult (Rogoff, 1990). The collaborative efforts of both the child and the adult on a variety of tasks help the learner internalize or adopt socially shared experiences and, consequently, acquire useful strategies and knowledge (Scott & Palincsar, 2013). Vygotsky further expanded the concept of the "Zone of Proximal Development" (ZPD). This concept is probably the most widely adopted in sociocultural theory. ZPD is said to be "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978).

Vygotsky argued that learning should be matched to a child's developmental level and suggested that, in order to understand the connection between development and learning, one should examine the zone of proximal development. He considered the ZPD a better and more dynamic indicator of cognitive development than merely measuring what children can accomplish independently (Scott & Palincsar, 2013). Vygotsky viewed the application of ZPD broadly, referring to "any situation in which some activity is leading children beyond their current level of functioning. Thus, the zone can operate during play, work, school studies, and other activities" (Miller, 2011). Vygotsky posited that productive interactions "orient instruction toward the ZPD; otherwise, instruction lags behind the development of the child" (Scott & Palincsar, 2013). When sensitive instruction and guidance are provided within the ZPD, the learner easily develops skills and strategies that they will eventually apply on their own in situations characteristic of the development of higher cognitive skills (Vygotsky, 1978). Bruner, Wood, and Ross coined the term "scaffolding" in the 1970s to describe sociocultural theory (Puntambekar, 2009). Scaffolding is a support mechanism that helps a learner successfully complete a task within the ZPD. It is a practical tool in actualizing guided participation. The notion of scaffolding portrays an ongoing support provided by an expert to a learner in a

continuous learning process, helping them complete a task they cannot ordinarily complete without assistance. This connotes a mutual, dynamic nature of interaction, in which both the learner and the expert influence each other and adjust their individual behaviors as they collaborate (Miller, 2011).

Despite the impressive increase in school enrolment in Osun state since its creation in 1991, the academic success rate of its pupils has been unimpressive, particularly compared to similar states in Nigeria. This is particularly true of the Osun State public education system, which ranks 36th out of 37 states in Nigeria, according to the 2021 statistical report of the Nigerian Bureau of Statistics. The reasons for this mediocre rate are many, and most center around the socioeconomic and home background of these pupils. Even in the private education system, pupils' performances greatly vary despite being under the same tutelage and/or school system. The questions that come to mind are: what are the key issues contributing to the inconsistent performances of primary school pupils in Osun State? How can a state with an 80% literacy rate perform so low in the yearly academic performance report? An attempt to answer these questions considers whether the pupils' family background plays a role in this issue. This study, therefore, investigates the correlation between pupils' socioeconomic home environments and their academic performance to determine the extent to which these variables influence the educational outcomes of Osun State primary school pupils.

The following research questions (RQ) guided the study: (1) What are the major factors affecting the academic performance of primary school pupils in Osun State?; and (2) What are the effects of parents' socioeconomic status, parents' educational background, occupation, parenting styles, and family structure, size, and background on the pupils' performance?

2. Methods

The research design for this study is a survey. The total sample of 100 pupils comprised the study's sample. The multistage sampling procedure was used to select the samples. Two private primary schools and 2 public primary schools were selected. From each selected school, the total enumeration sampling technique was used to select 25 pupils, resulting in 100 pupils participating in the study. The research instrument developed for the study was a questionnaire titled Pupils' Questionnaire on Academic Performance and Socioeconomic Status of Parents (PQAPSSP). It included the two- and four-point Likert scales to elicit responses to each questionnaire item. The questions in all sections are constructed in order to conform to the proposed objectives and hypotheses raised in this research. The items on the scale exhibit satisfactory internal reliability, with a Cronbach's Alpha of 0.78.

3. Results and Discussion

3.1. Results

3.1.1 RQ1: What are The Major Factors Affecting Academic Performance?

To answer this question, two tables were developed, which are presented as follows:

Table 1 - Descriptive Analysis of The Factors Affecting Pupils' Academic Performances

S/N	Items	Yes (%)	No (%)
1	Does your home environment help to improve your academic performance?	80	20
2	Do your parents/guardians provide all the school textbooks, novels, notebooks, and similar materials you need?	90	10
3	Are you confident about your parents' or guardians' occupation?	70	30
4	Do you discuss ways to improve your academic performance with your peers?	27	73
5	Do you feel the class size enhances your school performance?	40	60
6	Does your school have and use facilities such as laboratories, sports centres, computers, and a library?	57	43
7	Does your parents' level of education help you perform better in school?	71	29
8	Do you think the number of people in your family helps you do better in school?	30	70
9	Do you feel your academic performance is due to the type of family you have/live in?	76	24
10	Do you think your school facilities, like laboratories, sports centre, library, etc., help you perform better in your studies?	30	70

(Source: Field survey, 2024)

Table 1 above reveals the major factors affecting primary school pupils' academic performance in Ile-Ife, Osun State. It is evident that home environment (80%), parents/guardian provisions (90%), school facilities (57%), parents' education (71%) and types of family (76%) positively affect pupils' academic performances while class size (40%), family sizes (30) affect primary school pupils' performances negatively in Ile-Ife, Osun states.

Table 2 - Descriptive Analysis of The Factors that Improve Pupils' Academic Performances

S/N	Questions	SA (%)	A (%)	N (%)	D (%)	SD (%)	Mean
1	The wealth of one or both parents can positively affect the school performance of a pupil	52	31	0	13	4	4.32
2	Children of wealthy parents are usually carefree and sensitive, which affects their academic performance	56	41	0	0	3	4.78
3	Low self-esteem, anti-social and depression are common symptoms of a child whose parents are not wealthy, and this can negatively affect their academic performance	37	56	0	4	3	4.72
4	Children of parents with no solid educational background tend to perform poorly, and they may be less confident than children whose parents are well educated	76	20	0	0	4	4.84

S/N	Questions	SA (%)	A (%)	N (%)	D (%)	SD (%)	Mean
5	Pupils from polygamous families perform poorly in school than those from nuclear families	20	22	0	31	25	2.18
6	Children of parents who are authoritative perform better in school than children of parents who are less strict	52	31	0	13	4	4.32
7	Children from parents with prestigious occupations tend to take their studies seriously than those without prestigious occupations	56	41	0	0	3	4.88
8	Educated and wealthy parents participate in their children’s school activities, and this positively affects their educational performance	52	31	0	13	4	4.32
Aggregate							4.29

(Source: Field survey, 2024)

Table 2 above shows that the wealth of one or both parents can positively affect a pupil's school performance (Mean = 4.32). The respondents agreed that pupils of wealthy parents are usually carefree and sensitive, which affects their academic performance (Mean = 4.78). Low self-esteem, anti-social behavior, and depression are common symptoms of a child whose parents are not wealthy, and this can negatively affect their academic performance (Mean = 4.72). Pupils of parents with no solid educational background tend to perform poorly and may be less confident than those whose parents are well educated (Mean = 4.84). The respondents agreed that the pupils from polygamous families perform poorly in school compared to those from nuclear families (Mean = 2.18). Pupils of authoritative parents perform better in school than those of non-authoritative parents (Mean = 4.32). Pupils from parents with prestigious occupations tend to take their studies more seriously than those from parents without prestigious occupations (Mean 4.88). Lastly, the table above shows that educated, wealthy parents participate in their children’s school activities, and this positively affects their educational performance (Mean = 4.88). Therefore, based on the respondents, it was observed that the responses to “factors that improve pupils’ academic performances” are high, with a mean score of 4.29.

3.1.2 RQ2: What are The Effects of Parents’ Socioeconomic Status, Parents’ Educational Background, Occupation, Parenting Styles, and Family Structure, Size, and Background on The Pupils’ Performance?

To answer this question, two tables were developed, which are presented as follows:

Table 3 - Descriptive Analysis of The Influence of Parents’ SES on Pupils’ Performances

S/N	Items	Yes	No
1	Is it your parents/guardian who sponsors your education?	100	0
2	Are you confident and comfortable with your parents’ financial status?	30	70
3	Does your family income affect your school attendance?	100	0

S/N	Items	Yes	No
4	Does your family income positively affect you and your sibling's educational needs?	70	30
5	Can your family's income afford to get you and your sibling a private tutor?	52	48
6	Do you work after school to assist your family's income?	9	91
7	Does your family income positively influence your academic performance?	86	14
8	Do you have problems interacting with some of your classmates because of your family income?	11	89
9	Does your parental wealth and occupation negatively affect your physical and mental well-being?	0	100
10	Does your parental social status negatively affect your academic performance?	25	75

(Source: Field survey, 2024)

Table 3 above shows the respondents' responses on the influence of parents' socioeconomic status on pupils' performance. Parents/guardian sponsors their education (100%). They are confident and comfortable with their parents' financial status (30%). Their family income affects school attendance (100%). Their family income positively affects their educational needs (70%). Respondents' family income allows them and their siblings to get a private tutor (52%). The table showed that the respondents' family income positively influences their academic performance (86%).

Table 4 - The Effects of Parents' Educational Background, Occupation, Parenting Styles, and Family Background

S/N	Items	Yes	No
1	Do your parents help with and participate in school assignments, activities, and projects?	57	43
2	Do your parents monitor your academic progress?	62	38
3	Do your parents assist in creating a personal study time for you to read at home?	52	48
4	Have your parents ever discussed with you on how to improve your grades?	64	36
5	Does your parents' occupation inspire you to improve your grades?	86	14
6	Do you plan to graduate from primary school, go to secondary school, and then university?	100	0
7	After graduating from high school, do you intend to learn a vocation that will likely become your future occupation?	10	90
8	Do you have any future ambitions or career goals yet?	77	23
9	Do your parents support your future ambitions and career?	100	0
10	Is your future ambition/career related to that of any of your parents?	62	38
11	Does your family size positively affect your academic performance?	80	20
12	Do you usually feel uncomfortable talking about your family type and home environment?	30	70
13	Do you consider your parents, especially your mother, to be strict?	74	26

S/N	Items	Yes	No
14	Do your parents give you the freedom to do whatever you like concerning your academics?	20	80
15	Does your parents' occupation negatively affect your regular school attendance?	24	76
16	Do your parents force you to do whatever they want concerning your education?	22	78
17	Do your parents guide, advise, and monitor your attitude to your academics?	83	17
18	Do you have any facilities such as televisions, board games, video games, tablets, novels, football, basketball, tennis, musical instruments, or personal computers at school and at home?	100	0

(Source: Field survey, 2024)

Table 4 above showed that respondents strongly agree that family background, occupation, family structure, and parenting style impact the pupils' educational outcomes. The respondents' parents help and participate in school assignments, school activities, and school projects (57%), monitor their academic progress (62%), assist in creating a personal study time for them to read at home (52%), and discuss with them on how to improve their grades (64%). Also, the table showed that the respondents strongly agree that parents' occupation inspires them to improve their grades (86%), graduate from high school and go to university (100%), and their future ambition/career is related to that of any of their parents (62%). The table also revealed that they consider their parents, especially their mothers, to be strict (74%), that their parents give them the freedom to do whatever they like concerning their academics (20%), and that their parents guide, advise, and monitor their attitude to their academics (83%). It was also shown that the family size positively affects their academic performance (80%).

3.2. Discussion

3.2.1 Research Question One

The findings, based on respondents' responses (see tables 1a and 1b), for objective one reveal the factors that affect primary school pupils' academic performance across the 4 primary schools. The factors include parents' socioeconomic status, educational background, occupation, and parenting styles; school resources, class size, and peer group; and family structure, size, and background.

Regarding the parents' socioeconomic status and educational background, 90% and 80% of respondents, respectively, agree that these 2 factors influenced their commitment to their education, as shown in Table 1. Their parents' expectations regarding their education have consistently been ingrained in them, which makes the pupils focus on performing better at school. Both Saifullahi's (2016) and Maghra et al.'s (2019) findings supported the view that parents' educational level and family income are strong factors influencing pupils' academic performance. The results of questions 1, 2, and 4 in Table 2 (Mean=4.32, 4.78, and 4.84) align with the fact that parents' socioeconomic status and educational background are genuine factors that positively support their children's educational outcomes. Finally, the results of question 8 show that wealthy and educated parents often participate in their children's activities, and this positively affects their children's educational performance (Mean 4.88).

Saifullahi (2016) found that the parenting style, particularly the authoritative style, is a key determinant of positive educational outcomes. The results from question 7 in Table 2 (Mean = 4.88) support this as well. As this study establishes, authoritarian and authoritative parenting styles often yield positive educational outcomes. From a young age, children of authoritative parents learn to do the hard stuff when they must, not when they feel like it. This translates into their habits and attitudes towards education, thereby making it easier to innately do what must be done to pass their tests and exams in flying colours.

Pupils of parents with prestigious occupations are often wealthy and well educated. Therefore, such pupils often take their studies seriously than those without a prestigious occupation. The result from question 7 in Table 2 (Mean = 4.88) affirms that a prestigious occupation is one of the factors. The prestige of the parents' occupation not only boosts the pupils' confidence but also motivates them to do what it takes to be like, or even better than, their parents. Vygotsky's (1978) theory of the ZPD holds that learners apply the habits, skills, and strategies they have developed to their own situations. Hence, the prestigious occupation of the pupils' parents often serves as an intrinsic motivation to perform better at school.

On family structure, size, and background, respondents agreed that family type (nuclear or polygamous) and family size are factors that influence pupils' academic performance. Peter (2016) and Odok and Ella (2015) studied family structure as a predictor of pupils' academic outcomes. Peter (2016) posited that learners' good performance in nuclear families was due to economic support, family support, parental motivation, and a supportive home study environment. Ella et al. (2015) delineated how parental negligence can negatively affect children's academic performance and argued that, regardless of family size or type, parents should be sensitized to how they can support their children. Respondents to Table 1, question 8 and 9, and Table 1a, question 5 agreed on the family structure as a variable, with a mean score of 2.18.

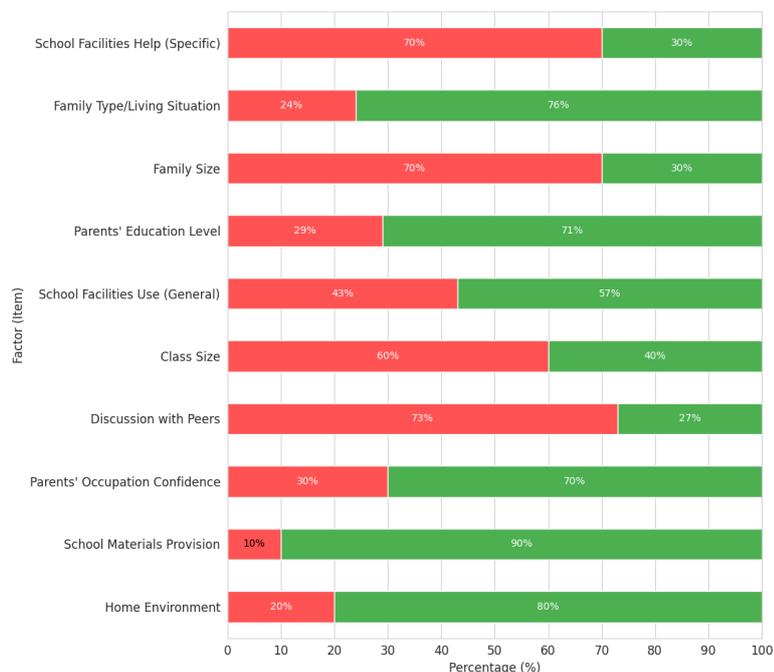


Figure 1. Pupils' Perceptions of Factors Affecting Academic Performance

Regarding school resources, class size, and peer group, Swanson et al. (2010) confirmed that peer group relationships influence pupils' academic performance. This is indeed true as about 30% of respondents agreed to discussing their academic performances with their peers. Imoke (2006) affirmed that an optimal class size aids coordination, retention, and teachers' productivity, all of which contribute to pupils' educational achievement. Table 1, question 5, agreed that class size was a variable, while Table 1a, questions 6 and 10, agreed that school resources and facilities were another variable contributing to pupils' academic performance in Ile-Ife, Osun State, Nigeria. The chart below visually presents the findings of research one.

3.2.2 Research Question Two

The result of the findings, based on the respondents' responses (Tables 3 and 4), for objective two revealed the significant effects of parents' socioeconomic status, educational background, occupation, and parenting styles; school resources, class size and peer group; family structure, size, and background on pupils' academic performance in Ife-East local government, Osun State.

Regarding parents' SES, this research found a significant influence of parental socioeconomic status on pupils' academic performance in Ile-Ife. While 100% of respondents in Table 2a agreed that their family income affects their school attendance, only 30% are confident and comfortable with their parents' socioeconomic status. This means that although most pupils' performances are largely affected by their parents' financial status, which they are okay with, about 30% wish the situation were better. 70% admitted that their parents' financial status positively affects their school performance, and 25% agreed that their parents' current SES negatively affects their educational performance. Austin (2016) posited that the personality traits of pupils from low-income families are aloof, self-centered, impulsive, and assertive, leading to lower school ranks, initial plans to get lower grades, and ultimately dropping out of school. This affirms one of the negative effects of low socioeconomic status. Eaton (2012) confirms that "absence of money and absence of motivation can all contribute to the act of poor academic performance in universities." Fekadu *et al.* (2019) noted a strong connection between low socioeconomic status and pupils' attitudes toward school, particularly among those with unmotivated learning desires, and their unimpressive academic performance. Other key negative effects include those purported by scholars like Fekadu *et al.* (2019), Austin (2016), Eaton (2012), including poor reading culture, retarded educational progress, no motivation to study, economic depression, adverse psychological development, limited learning resources, and zero school/learning readiness. The positive effects include access to learning resources, a stable home environment, high-quality educational opportunities, adequate support to cultivate a healthy reading culture, greater motivation to achieve higher educational performance, and more.

The findings (Table 3) also revealed that 86% of respondents are inspired by their parents' prestigious occupations, which contributed to their ambition to study hard. In fact, 72% of respondents aspired to a similar prestigious occupation to that of their parents. Since it is impossible to have a prestigious occupation without a solid educational background, it is

only natural for most respondents to expect to complete their education to the tertiary level. According to the table, 100% of the respondents plan to graduate, and all have their parents' blessing for their desired future ambitions. Hence, a prestigious parental occupation and education inherently inspire the pupils to aspire for better grades.

On family structure, Ella explained that a nuclear family (consisting two parents, often a male and female) is marked for stability, strength, access to more opportunities, better cognitive, emotional and behavioral development; a non-nuclear family (consisting of either a single-parent household, divorced parent household, polygamous family or reconstituted family) is marked for instability, division, weakness, insufficient access to opportunities and worse faring in terms of their cognitive, behavioral needs. Peter (2016) found that two-parent families could provide more time, affection, and supervision to their children than single-parent households. Pupils brought up in an agreeable two-parent home environment often perform better academically because the setting reduces some levels of pressure and partitioning on the pupils, and both parents strive for better educational opportunities and strong support to help the children develop healthy learning habits. By implication, such pupils have higher scholarly rankings and better educational achievements. Hence, parents are encouraged to be intentional about providing the support needed to improve their children's educational outcomes. This aligns with the results of questions 12, 13, and 17 of Table 2a, where 70% are happy and comfortable talking about their family type and home environment; 83% indicated that their parents guide and monitor their academic progress, and 74% reported an authoritative parenting style. Awareness of parents' role in their children's education is fundamental to children's learning outcomes, as it supports pupils' cognitive and psychological development.

The Chart below shows the comparative index of some effects of socioeconomic factors on pupils' performance.

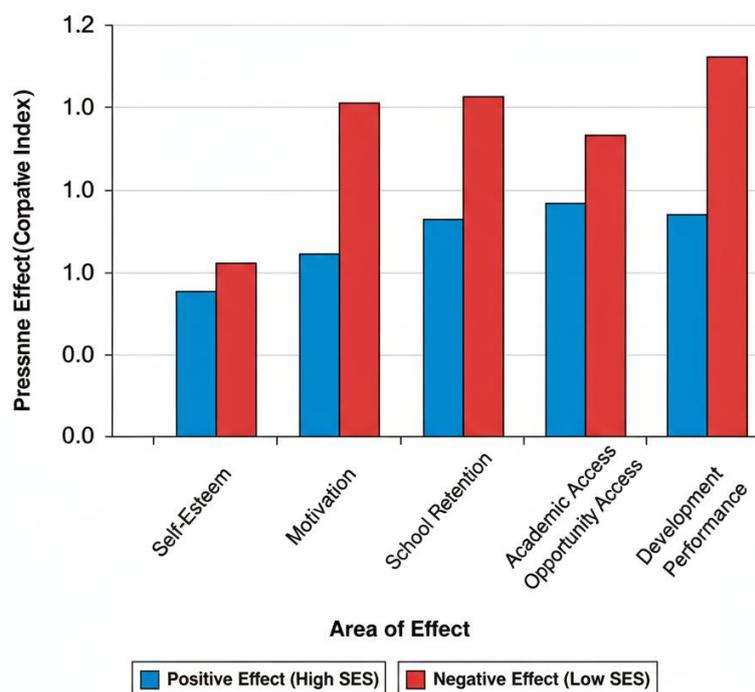


Figure 2. Positive vs. Negative Effects by Category

On school resources, our findings (Table 3, question 20) revealed that all the schools have a good number of the needed resources to aid learning and consistent student retention, and more than half of the concerned parents are willing to get personalized extra-mural classes, should the need arise, to support the pupils' outcomes. Additionally, Fekadu *et al.* (2019) argued that experienced teachers are a variable within school resources, and schools with seasoned teachers who have mastered the content and acquired classroom management skills produce better educational outcomes for pupils. Akinsanya (2010) further emphasized the significance of school resources, noting that it would be impossible for any school to achieve its goals without the necessary physical and material resources. He argued that these resources (electricity, security, playgrounds, laboratories, libraries, computers, comfortable classrooms, books, teaching aids, audio-visual equipment, among others) enhance effective and efficient teaching and learning processes, which is the reason this study is important.

4. Conclusion

The study concluded that parents' SES plays a significant role in enhancing pupils' academic performance. Some of the factors revealed in this study can be categorized under 3 broad factors: parental socioeconomic status, Family Background, and school resources. Within these broad factors, variables such as family income, parent education, parent occupation, parenting styles, family type, family size, peer group, school facilities, and teachers all contribute to pupils' performance. The study highlighted how each variable, in parts, contributes to the wholesome academic achievements of primary pupils in Ile-Ife. Consequently, it raises awareness of how children develop healthy or poor learning habits, thereby encouraging positive attitudes. This implies that a family's SES strongly influences its children's academic performance and largely shapes their cognitive and psychological development, which, in turn, affects their studies.

The findings of the study suggest the following: (1) Families should attach some degree of importance to the education of their children as future leaders; (2) Parents should guide their children to facilities such as magazine, radios, television sets, books, computer, newspapers and other resources that will help educate their child to fit into the new trend in the society; (3) Parents should try to control their family size to a manageable one as it will make it easier to make available to the children all the necessary resources needed to ensure upward progress in the children's educational development and lead to a higher level of academic performance of such pupils; and (4) Governments should work with parent-teacher associations, private sector organisations and civil-society associations, to find constructive strategies to improve the general standard of education. For innovation to happen in the education sector, all hands must be on deck, new partnerships and policies must be harnessed so that pupils' educational outcomes will improve evenly. Additionally, assistive learning facilities such as science laboratories, libraries, and ICT centres should be mapped out and mandated in every school across the country; the absence of these facilities in any school could render teachers handicapped in the effective and efficient discharge of their duties.

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Conflicts of Interest

There are no conflicts of interest between the authors.

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