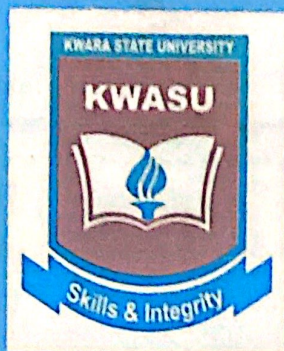


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FROM THE DESK OF THE EDITOR-IN-CHIEF

It is my pleasure to present to you the fourth edition of Journal of Early Childhood and Primary Education (JECPE), KWASU. This Journal provides qualitative and quantitative research in early childhood and primary education, bridging cross-disciplinary areas, and applying theory and research within the professional community. This reflects the world-wide growth in theoretical and empirical research on learning and development in early childhood and primary education. The journal publishes peer-reviewed articles covering curriculum, child care programmes, administration, staff development, family-school relationships, equity issues, child development, advocacy and more. The journal has particular relevance to policymakers and practitioners working in fields related to early childhood.

I hereby present to you all the articles in this our fourth edition in affirming our claim for professionalization of early childhood education in KWASU, Nigeria. I hope you enjoy reading them and that they challenge you to think about the issues raised. I also hope that many of you will work to share your research over the coming months and years ahead. It is so important that your experience and voice are heard in this academic arena as we work together to increase the profile of early childhood education. I wish you all the best and I look forward to another challenging year in 2016. "Onward Early Childhood Educators/Practitioners

Dr Temitayo Ogunsanwo

Editor-in Chief

INSTRUCTION TO CONTRIBUTORS

Journal of Early Childhood and Primary Education publishes articles in the areas of Early Childhood and Primary Education and other relevant fields. It is a professional publication for early childhood practitioners such as classroom teachers, child care providers, and teacher educators.

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3. Manuscripts should be formatted as a MS Word document using 12 point New Times Roman font, double-spaced with 1.5 inch margins all around and should not exceed 15 pages in length including the reference list.
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9. A non-refundable assessment fee of N5,000.00 should be paid to the designated account.
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FAMILY BACKGROUND AS A DETERMINANT OF PUPILS' PERFORMANCE IN MATHEMATICS IN ILORIN SOUTH L.G.A. OF KWARA STATE

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Abstracts

Family background is a general term that encompasses a particular setting in which a child is raised, characterized by a common residence, economic operation and reproduction which may have far reaching impact on the academic performance of students. This study investigated family background as a determinant of middle Basic students' performance in mathematics in Ilorin South L.G.A. of Kwara State. The study adopted descriptive survey design and a total number of hundred (300) students were sampled in ten (10) primary schools from Ilorin South Local Government Area using stratified random sampling techniques. The demographic data and scores of the respondents in mathematics were collected. Three hypotheses were formulated and tested in the study. Data collected were analyzed using t-test. Results showed that family background has influence on the academic performance of the pupils in mathematics and there was significant difference in the performance of pupils from broken homes and those from intact homes. It was concluded that pupils' academic performance in mathematics can be tremendously influenced either positively or negatively by family background in which the child comes from. It was therefore recommended that teachers should endeavour to find out the nature and type of home individual pupil comes from so as to take care of individual needs in mathematics.

Introduction

The family is the cornerstone of any society. The family has the force to shape the attitude, the hope, the ambitions and the values of children. Family members are those persons that manage to construct something totally indestructible and unique in the life of very young children. The role of the family in the socialization of the child cannot be over emphasized. Most of what a child turns out to be in the society might be the outcome of the circumstances he/she finds him/herself in the home and later in the larger society. This is because the child rarely gets in touch with any other socializing agent other than his/her own family. That indicates that determinants of pupils' performance in school may not be limited to only quality and quantity of teaching staff, school infrastructural facilities rate as well as quality of instructional supervision but also to the family background of the learner.

The importance of parents and families in the education of the young children is confirmed by many international organizations and bodies. For example, Oduolowu (2011) pointed out that the National Association for the Education of Young Children (NAEYC) states in its "standard 7" that every early childhood programme must establish and maintain collaborative relationship with each child's family to foster children's development in all settings. There are some indispensable inputs

which are largely sociological and psychological in nature, and which determine how good learners will perform in their academic work. Some of these socio-psychological factors are the children's home backgrounds, family type (broken or intact), parental educational attainment (literate or non-literate) as well as parental socio-economic status.

Structurally, a family is either broken or intact (Eweniyi 2002). A broken family is one that is not structurally intact for various reasons which could be as a result of death of one or both parents, divorce, separation, desertion and illegitimacy. In intact homes both parents tend to take active interest in their children's activities in school and encourage his needs and hobbies, which may enable the child to have obvious advantages over his peer broken homes. Children from broken homes where peace and adequate care may not be guaranteed come into the classroom, they tend to have less concentration and attention on what is being taught by the teacher unlike his counterpart from intact homes who are emotionally balance in the classroom.

Further, children from broken homes most times may lack necessary school material needed for a good academic achievement because the responsibility of the care of the children is solely on a single parent. Such parent may not have the ability to provide all the materials needed or required for the children. Schooling in single parent home structure caused by divorce or death, the single parent now solely manage the financial responsibility which hitherto had been done jointly by the couple. There was an assumption that the inadequacy of the school requirement may have negative effect on the child academic performance. Fraser (1983) also confirmed that at every point of intelligent quotient (IQ), the child Performance from broken home. Research has shown that life in a single parent family or broken home can be stressful for both the child and the remaining parent. Such family is liable to face many challenges. This can be better known in the fact that when a single parent is over burdened by responsibilities it often becomes irritable, impatient and not sensitive to their children's needs (Nzewunwah 1995). The academic success or failure of a child hinges very much on a number of factors in the home or the family.

Also, as children come from different homes it is therefore inevitable that such children are brought up or nurtured in homes or families that have possibly various socio-economic status. Research in relation to socioeconomic background (Bornstein & Bradley, 2003; Jeynes, 2002) revealed that the socio-economic status of a child is most commonly determined by parents' educational level, occupational status, and income level. He also pointed out that studies have repeatedly found out that socio-economic status affects students' outcome. Eamon (2005) stated that students who have a low SES earn lower test scores and are more likely to drop out of school. He also believed that low SES negatively affects academic achievement because low SES prevents access to vital resources and create additional stress at home. He further explained that economic hardships that are caused by low SES lead to disruptions in parenting, an increasing amount of family conflicts and depression among parents especially single parent households. These factors contribute very substantially to the extent to which a child makes use of his intelligence in his everyday academic work or endeavours.

Many studies describe that parents' education level plays an important role in the academic achievement of pupils. More findings describe that the higher education level of the parents, the more likely pupils will have better academic achievement. Dave and Dave (1971) found that high achievers belong to homes with parents' higher education level. The failed students belong to those who have lower parents' education level. Williams (1980) and Teach man (1987) found that more educated

parents create environment that facilitate learning. They involve themselves in children's school activities and school environment. Okagaki and French (1978) studied that parents' education is a distal indicator indirectly correlated with children education achievements. Good and Brophy (1997) say 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. Jacquelyn (2005) pointed out the relationship of parents' education level to their children's academic achievements. Also, Karshen (2003) says that students whose parents are well educated get higher positions than those whose parents are not educated. Educated parents help their children in school work activities. On the other hand, Hawkes (1995) says that students' performance does not necessarily depend on parents' professional competency or educational attainments.

The role of Mathematics in children's education and society was pointed out by Adedigba and Imam (2015). The authors submitted that children use mathematics in every aspect from early years to adulthood and everyday at school, home, work and beyond. They also noted that the digital age presents us with more numerical data than ever before and puts a premium on sound mathematical ability of children. In Nigeria, Mathematics is one of the core subjects that pupils must pass to an extent and finds as satisfactory before they can proceed to a higher level or class as the case may be. This makes it necessary to investigate how well pupils are performing in the subject (mathematics). In a contemporary country like Nigeria where results are given to pupils and brought home at the end of a term, one of the first subject parents will look at before a child can be considered to have passed or failed is mathematics. Drosjack (2003) reported that despite the importance of this subject fewer than one of every three pupils still cannot do mathematics at a proficiency level. There is therefore, a need, to examine the influence some variables can have on pupils' performance in Mathematics. A lot of related researches had been carried out in this area. Eweniyi (2002) worked on the impact of family structure on university student's performance. Ogunyale (2012) worked on influence of family background on the academic performance of Upper Basic School students in Ilorin West Local Government Area of Kwara State. Review of all these researches revealed that issues relating to family background and pupils' performance in mathematics have not yet been looked into especially in Kwara State where this research was carried out. Therefore, the study investigated family background and pupils' performance in mathematics in Ilorin south Local Government Area of Kwara State.

Hypotheses

Three hypotheses were formulated to serve as a guide which are as follows:

- H₀₁: There is no significant difference in the academic performance of pupils from broken homes and those from intact homes in mathematics.
- H₀₂: There is no significant difference in the academic performance of pupils from high socio-economic status parents and those from low socio-economic status parents in mathematics.
- H₀₃: There is no significant difference in the academic performance of pupils from educated parents and those from uneducated parents in mathematics.

Methodology

The research design for this study was descriptive survey. The population for this study was all primary school pupils in Ilorin South LGA of Kwara State. The sample study comprised of 300 pupils drawn from 10 selected primary schools through multistage sampling. A researcher designed

questionnaire tagged Pupils' Family Background Questionnaire (PFBQ) was used to collect data on the pupils' family type, parents' educational level and parents' socio-economic status. The questionnaire consisted of two sections (sections A and B). Section A consisted of the demographic information while section B contained ten questions on family background in which the pupils responded either Yes/NO. The information provided by the respondents provided an insight on their family background. The data on performance of pupils in mathematics were collected using the respondents' records to determine how well they performed in mathematics for the period of three terms. Percentage and frequency count were used to describe demographic data of the respondents while t-test was used to test the hypotheses generated at 0.05 level of significance.

Result

Hypothesis One: There is no significant difference in the academic performance of pupils from broken homes and those from intact homes in mathematics.

Table 1: Summary of t-test Analysis showing the difference in the academic performance of pupils from broken homes and those from intact homes in mathematics.

Variable	n	Mean	Std. Deviation	T	df	Sig.	Remark
Broken Homes	92	46.391	9.009	-10.160	298	.000	Significant
Intact Homes	208	61.981	13.436				

Table 1 showed that there was significant difference in the academic performance of pupils from broken homes and those from intact homes in mathematics ($t = -10.160$; $df = 298$; $P < 0.05$). The hypothesis is therefore rejected in the light of the result.

Hypothesis Two: There is no significant difference in the academic performance of pupils from high socio-economic status parents and those from low socio-economic status parents in mathematics.

Table 2: Summary of t-test Analysis showing the difference in the academic performance of pupils from high socio-economic status parents and those from low socio-economic status parents in mathematics

Variable	n	Mean	Std. Deviation	t	df	Sig.	Remark
High Socio-economic	103	44.447	6.581	-14.792	298	.000	Significant
Low Socio-economic	197	63.868	12.439				

Table 2 showed that there was significant difference in the academic performance of pupils from high socio-economic status parents and those from low socio-economic status parents in mathematics ($t = -14.792$; $df = 298$; $P < 0.05$). The hypothesis is therefore rejected in the light of the result.

Hypothesis Three: There is no significant difference in the academic performance of pupils from educated parents and those from uneducated parents in mathematics.

Table 3: Summary of t-test Analysis showing the difference in the academic performance of pupils from educated parents and those from uneducated parents in mathematics.

Variable	n	Mean	Std. Deviation	T	df	Sig.	Remark
Educated parents	121	58.686	14.260	1.494	298	.136	Significant
Uneducated parents	179	56.196	14.104				

Table 3 showed that there was no significant difference in the academic performance of pupils from educated parents and those from uneducated parents in mathematics ($t = 1.494$; $df = 298$; $P > 0.05$). The hypothesis is therefore not rejected in the light of the result. Daramola (1994) also traces the downward trend in the academic performance of secondary school students' background. That is, the type and nature of home where every individual child is brought up to a large extent influences the academic performance of students.

Discussion of Findings

The finding of the study revealed that there was significant difference in the academic performance of pupils from broken homes and those from intact homes in mathematics. This is in line with the view of Crow and crow (1973) that in the family where one of the parents is absent due to one reason or the other, it may have negative effect on the academic performance of their offsprings. Another result of the study showed a significant difference in the academic performance of pupils from high socio-economic status parents and those from low socio-economic status parents in mathematics. This is in line with Suleman, Aslam, Shakir, Akhtar, Hussain & Akhtar (2012) who found that children whose parental socioeconomic status was strong show better academic performance and those with poor socioeconomic status showed poor and unsatisfactory academic performance. The result also conformed with Duke, 2000 & Eamon, 2005 assertion that the academic achievement of students is negatively correlated with the low parental socioeconomic status level as it prevents the individual in gaining access to sources and resources of learning.

Furthermore, the finding showed that the level of education of the parents does not significantly influence the children's academic performance in mathematics. This negates the Caldas and Bankston (1997) finding cited in Suleman (2012) that parental educational background had significant effects on academic achievement of children. The result was in agreement with Jacquelyn (2005) who found that there is a relationship parents' education and low academic achievements of children and Karshen (2003) who found that students whose parents are well educated got higher positions than those whose parents were not educated.

Conclusion

The findings of the study revealed that pupils' academic performance in mathematics can be influenced either positively or negatively by family background in which the child comes from.

There is substantially evidence that no matter how intelligent the child is, if a child is brought up from broken or illiterate home there is tendency that such child does not perform well in his academics particularly in mathematics.

Recommendations

In the light of the findings, the following recommendations were made:

1. The teachers should create interests in finding out the nature and type of home individual student comes from, the social interactions that exist within the family, as well as social, emotional and psychological problems such homes pose on the child. The information will be very useful for teachers in relating with individual student in the classroom.
2. Parents should be enlightened to realize that any activity going on in their respective homes has a great impact on their children's academic performance in school.
3. Guidance and counseling service should be efficiently provided and effectively offered to every student, especially, to those with family problems so as to provide them with necessary information on how they can be improved academically, regardless of the separation, death or conflict that is characterized by such children's homes.
4. Enlightenment programmes should be carried out to let parents especially illiterate parents, realize the importance and the roles of education in this modern world. This will let them (parents) appreciate the educational value on their children and by so doing they (parents) develop encouraging attitudes.
5. The Parents Teacher Association (PTA) committee in schools should always emphasize on the impact of parent-child relationship on the academic performance of the children, should also devised among the committee.

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