

INFLUENCE OF FAMILY BACKGROUND AND PROVISION OF LITERACY MATERIALS ON THE ACADEMIC PERFORMANCE OF PRIMARY SCHOOL PUPILS IN OGBADIBO LOCAL GOVERNMENT AREA OF BENUE STATE

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ABSTRACT

The study investigated family background and provision of literacy materials on academics performance primary pupils in ogbadibo local government Area of Benue State three research questions and hypothesis were raised. The study adopted a survey research design and the study population was 1500 pupils drawn from 30 primary schools in the study area. A sample of 230 pupils was drawn from 10 primary schools was used to draw data. The instrument for data collection was a self-constructed questionnaire. The instruments were subjected to face validation by three experts in measurement and evaluation with a reliability index of 0.82 calculated using Pearson product moment correlation coefficient. The instrument was administered to 230 pupils and data collected was analysed using simple percentages to answer the research questions while chi-square test of goodness of fit was used to test the hypothesis at 0.05 alpha level of significance. The findings from the study showed that parent educational background have no significant influence on pupils academic performance. Also family size have no significant influence on primary pupil's academic performance, it was also reviewed that family type has no significant influence on primary

pupil's academic performance. The researcher recommended that, the readiness of the learner, motivation from the parents and school environment should be look into for better academic performance of the pupils.

Keywords: Family Background, Pupils, Academic Performance, Provision of Literacy

INTRODUCTION

Pupils and students' performance in primary, secondary schools and higher institution especially in Benue State have been poor. Apart from the academic performance that has remained very poor the behaviours of students' at these levels are nothing to write about. Academic strengths have been replaced by all sorts of evils such as cultism, respect, truancy among others. These abnormalities are said to have their origin from the elementary stage resulting from lack of care exhibited by parent and non-provision of literacy materials in recent times. The performance of pupils in the primary school has declined and majority of the pupils are involved in one criminal activity or the others without their parents knowing about them. However, many parents have failed to provide their children with essential material needed to achieve or attain high academic standard. Several efforts have been made to correct the abnormalities of poor education for instance hiring of coaches and yet the problem persist. It then becomes necessary to examine other rooted factors that may be home and school oriented.

The responsibility of training a child lies in the hands of the parent or guardians. Therefore, it is not out of place to image that family background can have possible influence on the academic performance of children. Whatsoever influence the development of children would possible influence their education or disposition to it; parental status is one of such variables. When a woman's

nutritional status improves, so too does the nutrition of her young children (McIntosh, 2008). Rothman, (2014) asserts that parents of different occupation and classes often have different styles of child rearing and different ways of reacting to their children. These difference ways of child rearing do not express them consistently as expressed in the case of every family, rather it influence the average tendencies of families for different occupational classes. Provision of literacy materials in the home by parents, parental educational level, family size and type, social status in the community (association) and the community perception of the family (Schnabel & Schnabel, 2012).

During the United Nations Convention on the right of the child (1997), Torre emphasizes on providing appropriate and suitable literacy materials for children in the early year can help improve their academic performance. Torre emphasized that children's right to literacy should include not only formal access to printed words, but the right to meaningful and enjoyable learning and right to experience the pleasure and usefulness of reading and writing.

The type of family a student come from either monogamous or polygamous, usually has impact on the student's academic performance terms of his or her intellectual development (Adewumi, Olojo, & Falemu, 2012). This is because in a large family of size a student may not be given the required attention especially in his or her academics as the family will have more persons to cater for. The issue of homework, playment of school fees, attending parents Teachers Association may not be convenient for parent as they have to cater for many children. Children are however, well cater for perform better in small size family. Meanwhile, Ogbemudia and Aiasa, (2013) state that children from small size families are likely to be more attentive at

school and perform better in intelligence test those children from large sized families. The reason has been that they seem to devote more time to their studies than engaging themselves in other activities.

Academic performance refers to the outcome of academic exercises measure by the result of examination recorded in the students' report card (Adesehinwa & Aremu, 2010). The academic performance of a student cannot be separated from the home environment in which the student grows up. A healthy home environment offers emotional security to the student. The school cannot simply provide a continuation of home environment, but they can play an inestimable role in laying the foundation for the child to learn how to read and write.

According to Adesemowo, (2005), every child is born with an intellectual ability and a good and conducive environment with adequate learning facilities to boost the academic performance of a student. Parent from good learning environment will always have good attitude towards education and provide literacy materials such as computer, instrumental video tracts, books and journal, home libraries that will facilitate the learning process. These as a matter of fact, can give an edge to a student over his or her counterparts in the environment with poor learning facilities. Adika(2007) in a research found out that overcrowding at home is also an index of large family size which may likely impede children's home work, his private teaching at home and his leisure. The nature of home from which a child comes to school may likely affect his emotional disposition and Children from broken home are often more maladjusted than those from stable homes. The child who lives with either of the parent is likely to miss the parental or material love from other parent. Agulanna(2009) reveals that such home are likely no to be well

catered for educationally, physically, morally and mentally. Children who lack proper home upbringing are likely to be vagabonds, thugs, armed robbers, thieves and other criminally minded people in the society.

The educational level of parents is likely to influence students in their academic performance. This means that parent that are intelligent academicians who are well educated and are professionals are likely to provide their children with materials to develop similar interest and perform well in their academics (Diaz, 2014). Pupils' whose parents are illiterates often toil to provide for their school needs because the parents know little or nothing about the value of education. This give rise to educational failure or nothing for such children. Parent with low level of education may not be capable of assisting their children or playing a role in their academic life as they not understand the materials or feel comfortable with their ability (Marchesi& Martin, 2012).

Pupils academic performance is the extent of the desired outcome of academic achievement to students who have undergone some studies in school. It also measured by the level of understanding of the lesson taught to them by their teacher which results to good or bad feedback (Adesehinwa&Aremu, 2010).According to Agulanna(2009), different factors are capable of influence the academic performance of student. Such factor may be: the student's internal state such as intelligence, state of health, motivation, anxiety, drug abuse and so on. And pupils' environment such as: availability of suitable learning environment, adequate provision of literacy materials likely textbooks, libraries and well equipped laboratories. A pupils' academic performance is greatly influenced by type of school he/her attends. Pupils' factors include, school structure, school composition and school climate. There is also the problem of lack of literacy materials. It is

against this background that the work is being undertaken to empirically investigate the influence of family background and the provision of literacy materials on the academic performance of primary pupils of Benue State.

The constant poor academic performance of pupils in Benue State has been associated with many factors such as family size, family type, provision of literacy materials, low level of parents' education and other factors such as; School structure, school composition and school climate that may lead to interpersonal relationship between students and teachers in the study area. This implied family size, which families do not enjoy essential service as they should. These services include education, medical services and recreational facilities among others. These factors have direct influence on their education and that of their families. It is against this background that the researcher wishes to carry out a study to establish the influence of family background and provision of literacy material on academic performance on primary pupil in Ogbadibo Local Government Area of Benue State.

Research Question

The following research questions guide the study

1. How does educational background of parent and provision of literacy materials influence pupils' academic performance in primary schools pupils in Ogbadibo Local Government Area of Benue State?
2. How does family size and provision of literacy materials influence pupils' academic performance in primary schools pupils in Ogbadibo Local Government Area of Benue State?
3. How would family type and provision of literacy materials influence pupils' academic performance in primary schools in Ogbadibo Local Government Area of Benue State?

Research Hypotheses

The following hypothesis will be tested at 0.05 level of significance

1. Parental educational background and provision of literacy materials has no significant influence on pupils' academic performance in primary schools in Ogbadibo Local Government Area of Benue State.
2. Family size and provision of literacy materials has no significant influence on pupils' academic performance in primary schools in Ogbadibo Local Government Area of Benue State.
3. Family type and provision of literacy materials has no significant influence on pupils' academic performance in primary schools in Ogbadibo Local Government Area of Benue State.

Method

The aim of the study was to examine the influence of family background and provision of literacy material on academic performance of primary school pupils. The design adopted by the study was descriptive survey design. The population of the study comprised 1500 pupils in Ogbadibo local Government of Benue State. A sample size of 230 pupils was selected for the study base. Proportional stratified simple random sampling taking into consideration the private and pupil schools as classificatory variables. The instrument used for data collection was a questionnaire called FamilyBackground and Academic Performance Questionnaire (FBAPQ). The questionnaire was based on Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The instruments were subjected to face validation by three experts in measurement and evaluation, Michael Okpara University of Agriculture, Umudike. Test re-test method of reliability was adopted which yielded a reliability index

of 0.82 calculated using Pearson product moment correlation coefficient. After all the data were collected, the data were analyzed using simple percentages to answer the research questions while chi-Square test of fit was used to test the hypotheses at 0.05 level of significance.

RESULTS

Research question 1

How does educational background of parent and provision of literacy materials influence pupils' academic performance in primary schools pupils in Ogbadibo Local Government Area of Benue State?

Table 1: Percentage Responses of Parent Educational Background as it influence Pupils' academic performance

S/ N	ITEMS	SA	%	A	%	D	%	SD	%	Total	%
1	Not educate	13	5.7	9	3.9	91	39.6	117	50.9	230	100
2	Primary school	109	47.4	99	43	10	4.3	12	5.2	230	100
3	Secondary school	89	38.7	112	48.7	14	6.1	15	6.5	230	100
4	NCE/Diploma/ND	76	33	91	39.6	30	13	33	14.3	230	100
5	Undergraduate	28	12.2	32	13.9	96	41.7	74	32.2	230	100
6	Post graduate	08	3.5	22	9.6	89	38.7	111	48.3	230	100
	Total	323	140.5	365	158.7	330	143.4	362	157.4	1380	600

Source: Field Survey, 2017

The above tabulated data showed that 13 (2.2%) respondents strongly agree that their parents are not educate, 9 (1.5%) respondents agree while 91(15.1%) respondents disagree that their parents were not educate, 117(19.5%) respondents strongly disagree their parents were not educated. Then 109(18.1%) respondents strongly agree that their parent attended primary school and 99 respondents agree while 12(2%) respondents disagree that, attended primary school also 12(2%) respondents strongly disagreed that their parents attended primary school. 89(14.3%) respondents respond strongly agree their parents

attended primary school while 112(18.7%) respondents agree that their parents attended school. 14(2.3%) respondents disagree that their parents attended secondary school while 08(1.3%) respondents strongly disagreed that their parent's attended primary school. 76(12.7%) respondents of strongly agreed that their parents had NCE/ND/Diploma while 91(15.1%) respondents also agree that their parents had NCE/ND/Diploma while 30(5%) respondents disagree that their parents had NCE/ND/Diploma and 33(5.5%) respondents strongly disagreed that that their parents had NCE/ND/Diploma. 28(4.7%) respondents strongly agreed that their parents are undergraduate while 32(5.3%) respondents agreed that their parents are undergraduate, 106(17.7%) respondents disagreed that their parents are undergraduate and 74(12.3%) respondents strongly disagreed their parents are undergraduate, 08(13.3%) respondents strongly agreed that their parents had post graduate, 22(3.7%) respondents agreed their parents had post graduate while 89(14.8%) respondents disagreed that their parents had post graduate and 111(18.5) respondents strongly disagreed that their parents had post graduate certificates. On the whole, 49.9% agreed that parent educational background does not influence student academic performance while 50.1% disagreed.

Research Question 2

Family size and provision of literacy materials has no significant influence on pupils' academic performance in primary schools in Ogbadibo Local Government Area of Benue State

Table 2 Family Size and Provision of Literacy Materials and Pupils Academic Performance of Primary Pupils

S/N	ITEMS	SA	%	A	%	D	%	SD	%	Total	%
1	I am the first child of my parent	41	17.8	09	3.9	59	25.7	121	52.6	230	100
2	My father has other children from other wives.	52	22.6	40	17.4	108	47	30	13	230	100
3	I am within the mid children.	105	45.7	25	10.9	41	17.8	59	25.7	230	100
4	I am not the only child of my parent.	55	23.9	160	69.6	06	2.6	09	3.9	230	100
5	I am the only child of my parent.	08	3.5	07	3	120	52.2	95	41.3	230	100
6	I am the last child of the parent	20	8.7	30	13	101	43.9	79	34.3	230	100
7	My father doesn't have child/children from another wife	111	48.3	27	11.7	24	10.4	68	29.6	230	100
	Total	392	170.5	298	129.5	459	199.6	461	200.4	1610	700

The analysis of data in table above shows that 41 respondents strongly agreed that they are the first child of their parent, also 09 respondents agreed that they are the first child of their parent, while 59 respondents disagreed with the statement and 121 respondents are also of the strong disagreed that they are the first child of their parent. This shows that been the first child of a parent don't influence student academic performance. 52 respondents strongly agreed that their father has other children from other wives while 40 respondents also agreed and 108 respondents disagreed while 30 respondents strongly disagreed that their parent has other children from other wives. This implies that a father having other children from other wives don't influence student academic performance. 105 respondents strongly agreed that they are within mid children while 25 respondents agreed with the same statement. 50 respondents disagreed that they are within mid children. 150 respondents also strongly disagreed. This means, the positive of the children in the family is not a factor academic performance. 55 respondents strongly agreed that they are not the only child of their parent, 160 respondents agreed that they are not the only child of their

parent, 06 respondents disagreed that they are not the only child of their parent while 09 respondents are of the same strong opinion. This implies that the number of children in a family influence student's academic performance. 08 respondents strongly agreed that they are the only child of their parent, 07 respondents agreed that they are not the only child of their parent, 120 respondents disagreed that they are not the only child of their parent while 95 respondents are of the same strong opinion. 20 respondents strongly agreed that they are the last child of parent, 30 respondents agreed that they are the last child of parent, 201 respondents disagreed that they are the last child of parent, 79 respondents strongly disagreed that they are the last child of parent. This implies that the position of child in a family don't influence student's academic performance. 111 respondents strongly agreed that they father does not have child/children from another wives. 27 respondents agreed that they father doesn't have child/children from another wives, 24 respondents disagreed that they father doesn't have child/children from another wives, 68 respondents strongly disagreed that they father doesn't have child/children from another wives.

On the whole 42.9% of the respondents agreed that family size influence pupil's academic performance while 57.1% disagreed. This implies that family size has no significant influence on student's academic performance.

Research Question 3

Family type and provision of literacy materials has no significant influence on pupils' academic performance in primary schools in Ogbadibo Local Government Area of Benue State.

Table 3: Family Type and Provision of Literacy Materials and Pupils Academic Performance of primary pupils

S/N	Items	SA	%	A	%	D	%	SD	%	Total	%
1	My mother no longer lives with my father.	07	3	01	0.4	112	48.7	110	47.8	230	100
2	My mother is not the only wife of my father	29	12.6	63	27.4	118	51.3	20	8.7	230	100
3	My mother is married to another man now	05	2.2	03	1.3	109	47.4	113	49.1	230	100
4	I have a step mother.	52	22.6	40	17.4	28	12.2	110	47.8	230	100
5	I have a step father	36	15.7	56	24.3	70	30.4	68	29.6	230	100
6	My father has other wives	66	28.7	26	11.3	69	30	69	30	230	100
7	My parents do pay my school fees on time.	105	45.7	81	35.2	16	7	28	12.2	230	100
8	I do experience lack of love from my parents	06	2.6	08	3.5	09	3.9	207	90	230	100
	Total	306	133.1	278	120.8	531	230.9	725	315.2	1840	800

Source: Filed Survey 2017.

The analysis of data in table 4.6 above shows that 07 respondents strongly agreed that they mothers no longer live with their father, 01 respondents agreed that they mothers no longer live with their father while 112 respondents disagreed that they mothers no longer live with their father and 110 respondents strongly disagreed that they mothers no longer live with their father. 29 respondents strongly agreed that they mother is not the only wife of their father, 63 respondents agreed while 118 respondents disagreed that they mother is not the only wife of their father and 120 respondents strongly disagreed that they mother is not the only wife of their father. 05 respondents strongly agreed that they mother is married to another man now, 03 respondents agreed that they mother is married to another man now while 109 respondents disagreed while 109 respondents disagreed and 113 respondents strongly disagreed that they mother is married to another man now. 52 respondents strongly agreed that they have a step mother, 40 respondents agreed that they have a step mother, while 28 respondents disagreed that they have a step mother and 110 respondents strongly disagreed that they have a

step mother. 36 respondents strongly agreed that they have a step father, 56 respondents also agreed while 70 respondents disagreed and 68 respondents strongly agreed that they have a step father. 66 respondents strongly agreed that they father has other wives, 26 respondents also agreed while 69 respondents disagreed while 69 respondents strongly disagreed that they father has other wives. 105 respondents strongly agreed that they parents do pay their school fees on time, 81 respondents also agreed while 16 respondents disagreed and 28 respondents strongly disagreed that they parents do pay their school fees on time. 06 respondents strongly agreed that they do experience lack of love from their parents. 08 respondents agreed that they do experience lack of love from their parents, 09 respondents disagreed that they do experience lack of love from their parents and 207 respondents strongly agreed that they do experience lack of love from their parents .

In summary, 30.2% agreed that family type influence student's academic performance while 68.3% disagreed. This implies that family type has no significant influence on pupil's academic performance.

Hypothesis 1

The parent educational background will not significantly influence academic performance primary pupils in Benue State

Table 4: Chi-square Analysis on Parent Educational Background and Academic Performance Primary Pupils

	Observed Frequency	Expected Frequency	Level of significant	DfX ² cal	X ² tab	Decision
Strongly Agreed	53.8	54.2	0.05	15	25.90	24.0
Agreed	60.8	60.4				
Strongly Disagreed	55	54.6	0.05	15	25.90	24.0
Disagreed	60.4	60.8				

Hypothesis one was tested. The result shows that the chi-square calculated where 25.90 is greater than the critical value of 24.0 at 0.05 level of significant and 15 degree freedoms. Hence the X² calculated value is greater than the critical (24.9 < 25.00). Then the researcher reject the null hypotheses which state that, the parents educational background will not significantly influence pupils' academic performance in Benue State. This means the parent educational background will significantly influence academic performance of primary pupils.

Hypothesis 2:

Family size does not influence academic performance of primary school pupils in Ogbadibo Local Government of Benue State.

Table 5: Chi-square Analysis on Family Size and Academic Performance Primary Pupils

	Observed Frequency	Expected Frequency	Level of significant	DfX ² cal	X ² tab	Decision
Strongly Agreed	56	52.1	0.05	18	1.1	28.87
Agreed	42.6	46.5				
Strongly Disagreed	65.6	69.5	0.05	18	1.1	28.87
Disagreed	65.8	61.9				

Hypotheses two was tested. It revealed that chi-square calculated value of 1.1 is less than the critical value of 28.87 tested at 0.05

level of significant and 18 degree of freedom. Therefore, the null hypothesis which states that the family size will not influence pupil's academic performance is not rejected. This shows that family size has no significant influence on pupil's academic performances in Ogbadibo Local Government Area of Benue State.

Hypothesis 3.

This research question aimed at providing answers to the question which state that family type does not influence pupils' academic performance in Ogbadibo Local Government Area of Benue State.

Table 6: Chi-square Analysis on Family Type and Academic Performance Primary Pupils

	Observed Frequency	Expected Frequency	Level of significant	DfX ² cal	X ² tab	Decision
Strongly Agreed	38.3	38.2	0.05	15	2.2	24.99
Agreed	34.7	39.8				
Strongly Disagreed	66.4	71.3				
Disagreed	90.6	85.5				

Hypotheses three was tested. It revealed that chi-square calculated value of 2.2 is less than the critical value of 24.99. Therefore researcher do not reject the null hypotheses which states that the family type will not influence pupil's academic performance. This shows that family type has no significantly influence on student's academic performances.

DISCUSSION

The result of hypothesis one shows that educational background of parents has significant influenced on the academic performance of primary school pupils in Ogbadebo local Government Area of Benue State. This finding is supported by the

report of Coon, Carey, Fulker and Defries, (2013) that parental intelligence quotient is positively correlated with student's academic achievement. This revealed mainly the influence of parental involvement in and awareness of the pupil's involvement in educational activities right from home. This could also show the way parents and other educated people in the home get involve in encouraging the pupils to learn at home, teach and guide them in doing their homework, pronounce words correctly and practice how to make correct sentences in English Language. Due to parental educational qualification they can afford a number of Books at Home, Number of Children's Books at Home, Father's Education, Mother's Education and Frequency of Reading/Talking with the Child all go a long way to indicate parental educational influence on their wards' academic achievement in school. Schnabel and Schnabel (2012) also pointed out that high educational qualification results to higher wages. Also, Gustafsson, Hansen and Rosen (2011) reported that parents' attitude towards reading and importance they attached to study serves as role models for their wards to perform well in school. All these are resultant influences of parental education background. Research question two investigates the influence of family size on performance of primary pupils'. In the study it was reviewed that family size doesn't have a significant influence on pupil's academic performance in Ogbadibo local Government Area of Benue State. This is an indication that the size of family does not necessarily influence pupil's academic achievement. Also, children from small size families do not necessarily perform better academically than those from large size families. The above findings are contrary to the findings of McIntosh (2008) who found out in their study that family size influence students' academic achievement.

Their study revealed that children from small size families perform better at school than their counterparts from both average size and large size families. This is also in line with Graetz, (2009) who concluded from his study that polygamous family sizes which were naturally large reduces the chances of children going to school in the first instance. Again, children from such backgrounds who were in schools have reduced chances of achieving their goals. Parents in such families are mostly illiterates and incapable of providing adequate motivation for their children in schools as compared with the literate nuclear families. The researcher attributes the varied opinions of the respondents in his study and that of the former researchers (McIntosh, 2008) to difference in Areas of study.

This research question revealed that family type doesn't influence primary pupil's academic performance in Ogbadibo Local Government of Benue State. This view is in line with Agulanna(2009) the study that the academic performance of a student depends on his learning style. This shows that pupils that have a perfect learning style will perform academically well irrespective of his family type. The learning ability of pupils is not influence by the type of is family but his readiness to leaning and intellectual ability. This result contradict that of Gustafsson, Hansen and Rosen, (2011) the study which state that, life in polygamous family can be traumatic and children brought up in such family structure often suffer some emotional problems such as lack of warmth, love despite availability of money and material resources, and disciplinary problems which may hinder their academic performance. On the other hand, children raised in monogamous families' structure are often stable emotionally and they suffer less emotional problems thereby making them less anxious in the pursuit of their academic work. However, it should be noted in this study that this situation is not true all the time

since there are some children in the polygamous structures who still perform academically better than children from monogamous parent family structure. This could be because the various parents are financially buoyant, and that the father takes care of the children and the wives without being partial. The Nigerian culture also expects grown up and able children from such families to take care of their step sisters and brothers. Some pupils from such polygamous families may be able to outperform their counterparts in monogamous families if they are exposed to a social climate like their counterparts in monogamous families. Moreover through counseling, it is possible for some students from polygamous families to develop positive attitudes to the problems associated with the social climate in their families, to the extent that their academic achievements will not be adversely affected.

CONCLUSION

Based on the finding of the study, it was concluded that, parent educational background has significant influence on primary school pupils in Ogbadibo local Government while, family size, and family type have no significant influence on student's academic performance of primary school pupil in Ogbadibo Local Government Area local Government of Benue State.

RECOMMENDATION

The problem of student's poor performance in public examination is a concern to all indeed, needs collecting effort of both the teachers, parents, government and students themselves to curb the menace. Against this background the following recommendations are made;

1. Parent educational background should not be a focal point but the readiness of the learner, motivation from the parents and school environment should be look into for

better academic performance of the pupils. The school should procure teaching material for their teachers. Teaching should be done using instructional materials and teaching aids as this will facilitate effective teaching and learning.

2. Teachers should have a cordial relationship with their students. This will improve the academic performance if they should endeavor to know their pupils by their learning difficulties so that the teacher will be able to carry each student along and neglect the family size of the pupils.
3. Government should ensure that pupils are properly and adequately counseled to know the problems and provide solution their academic performances,.

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