

# Influence Of Home And School Variables On Lower Primary School Pupils' Academic Performance In Social Studies In Ile-Ife, Osun State, Nigeria

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**Abstract:** *One of the challenges in classroom settings is how to improve academic performance. The study therefore examined influence of home and school variables on academic performance of lower primary pupils in Social Studies in Ile-Ife, Osun State, Nigeria. The research utilized descriptive survey research design of correlation type. The population for study comprised all lower primary pupils in Ile-Ife, Osun State. The sample 200 pupils from lower primary schools in Ile-Ife, Nigeria. Three research instruments namely; Home Variables Questionnaire ( $r = 0.83$ ), School Variables Questionnaire ( $r = 0.83$ ) and Pupils' Performance Record (PPR) were used to collect data from the study. Regression analysis was used to test the hypotheses at a 0.05 alpha level. The findings showed that there was no significant influence of home variables on lower primary school pupils' academic performance in Social Studies in Ile-Ife. ( $F=1.413$ ;  $p > 0.05$ ). There was significant influence of school variables on lower primary school pupils' academic performance in Social Studies. ( $F = 1.702$ ;  $p < 0.05$ ). Results also showed that there was significant combined influence of home and school variables on lower primary school pupils' academic performance in Social Studies in Ile-Ife ( $F = 8.875$ ;  $p < 0.05$ ). Based on the findings, the study recommended among others that the home and school should further be empowered to improve the academic performance of pupils in Social Studies.*

**Keywords:** Academic performance, Home factors, School variables, Social Studies

## Introduction

Education in its broadest sense, is a process designed to inculcate knowledge, skills and attitudes necessary to enable individuals to cope effectively with their environment. The primary purpose is to foster and promote the fullest self-realization for all the people. It is indispensable to normal living. Without education, the individual would be unqualified for group life. Education is the process of developing the capacities and potentials of the individuals as to prepare that individual to be successful in a specific society. It is often said to be the powerful tool for developing intellectual abilities, shaping cultural attributes, acquiring knowledge and skills as well as a favourable tool to move a nation towards developing its scientific and technological culture. Achieving this goal requires understanding of commitment to the proposition that education is a primary instrument for social and economic advancement of human welfare. Among the subjects for the realisation of these goals in the school system is Social Studies.

Social Studies is a course of study that studies human beings at various capacity of their interaction with their fellow counterpart (Osakwe, 2013). It can be thought of as a study of human interactions. Social Studies is not only a body of knowledge or a set of skills, but also it is the process of using knowledge and skills to study humans as they interact in local, national and world communities. The primary purpose of Social Studies is to help young people develop the ability to be informed and make decisions for the public as citizens of a diverse, democratic society in an interdependent world.

Social Studies was introduced to promote socio-civic and personal behaviour. Social Studies is expected to bring significant change in the nature and personalities of young learners who were exposed to learning opportunities of the discipline. The main objectives of Social Studies are to help develop students' positive attitudes of togetherness and cooperation towards building a healthy nation, built on appropriate values of honesty, hardwork, justice and integrity. It also helps to develop the ability to think objectively and to be able to reach an independent conclusion and to be able to create awareness that the subject is essential to an orderly society. It also demonstrates flexibility and willingness to accept necessary changes within a system. This can be exhibited through students' academic performance.

Academic performance refers to the level of performance, achievement or success in school. It is the basis for the development of education. This is the importance of education (Rono, 2013). Academic performance is a measure of students' performance in a variety of subjects. It is considered to center around in which all learning revolved. It determines the success or failure of schools. It has a direct impact and is a determinant of knowledge acquisition and skill development.

Academic performance refers to the knowledge gained and evaluated by teachers or the learning goals that students and teachers are taught to achieve within a certain period of time. This can be measured through regular assessment or examination results. Academic performance in Nigeria, especially at the primary level has been associated with several factors. These are; school environment, learning materials as well as home environment factors. In this study, the interaction between home and school variables were examined side by side with academic performance. When we talk about home variables, we mean those qualities that is subject to change such as parents' level of education, home environment, and so on, talking about the affected or changing characteristics of the family, including all the human and material resources and things in the family that will affect the academic outcome of children are family size, parenting style, parents' financial capability, family health, level of education of parents, family relationships, and so on. It is the family background that affects the child's life and development. The home is the central unit that provides the child's first socialization and lays the foundation for other socialization environments. Home is the place where a person lives permanently as a member of the family also called shelter or refuge. Home goes beyond the old house and represents the basis of human relationships. This is the first social place a child encounters in the world.

Home variables include family size, parents' education, family type, parents' health, and other important factors in the child's life. It is even where a child grows morally or academically. Parents' health can influence children's behaviour and determine their interests. Proactive and healthy parents are more likely to be successful in preparing their children for school because they are able to meet all of their children's needs and provide quality child care, books, and educational materials which encourage children to participate in a variety of learning activities at home. They can also easily access information regarding their children's health, social, emotional and intellectual development (Ojo & Yilma, 2010). Parents across all socio-economic groups face significant challenges when it comes to providing maximum care and education for their children and this is common among poor families. This happens when there are no basic necessities. Parents should focus on housing, food, clothing health care, taking books and textbooks as luxuries and necessities. Maria Montessori and John Locke believed that in studies of children's development, home and school are twins that play an additional role and also affect the development of children in society. Omebe (2012) also agrees that home is the forerunner of the school.

Home and school are two institutions that educate children to become the person they want in society. Okpahone (2010) stated that the home is the basic formation of education and the school has a complementary role in supporting this. Therefore, if the foundation provided by the teacher is weak, the child cannot stand firm and cannot benefit from primary education adequately. Aboyi (2012) argued that the failure of some parents to meet the needs of the family sometimes results in children's poor performance. Poor planning processes are associated with parents' reluctance to set aside money (Nweke, 2011). Schools must be adequately equipped with suitable and appropriate facilities and well- trained teachers. School variables are those factors in the school which has direct effect on the result of learning experiences. They include school location, class size, library resources, qualification of teachers, communication technology.

These variables fall into two categories: human resources (school personnel) and school environment (school atmospheric condition) that affect students' performance academically. School variables such as school size, school ownership, school type, structure of the school and school location are thought to be important in affecting pupils' academic performance in Social Studies. Availing learners with these school variables is highly important for quality learning to take place.

Many concerns have been raised about the academic performance of pupils by parents and the community. There are so many factors that have attributed to the poor academic performance among primary school pupils. These include combination of variables relating to the school such as limited teaching and learning materials, inadequate textbooks, less professionally trained teachers, absenteeism, use of the local language in teaching, inability to complete the syllabus and laziness. On the part of pupils, factors like truancy, lateness, the use of local language in the classroom, lack of interest and joy in the teacher's lesson and little or no help with studies at home often leads to poor academic performance. Parents also contribute to the poor performance of the pupils when they are unable to provide meals, textbooks and basic school needs, abysmal interaction with children's teachers and less involvement in the Parent Teacher Association. Hence, the need to assess the influence of home and school variables on the academic performance of primary school pupils in Social Studies.

### **Purpose of the Study**

The purpose of this research is to investigate the influence of home and school variables on the academic performance of lower primary school pupils in Social Studies in Ile-Ife, Osun State. The specific objectives of this study are as follows:

- i) To examine the influence of home variables on lower primary school pupils' academic performance in Social Studies in Ile-Ife, Osun State;
- ii) To determine the influence on academic performance of lower primary school pupils in Social Studies in the study area;

- iii) To determine the combined influence of home and school variables on lower primary school pupils' academic performance in Social Studies in the study area.

### **Hypotheses**

The following hypotheses shall be tested at 0.05 level of significance in the study:

- Ho1: There is no significant influence of home variables on lower primary school pupils' academic performance in Social Studies in Ile-Ife, Osun State.
- Ho2: There is no significant influence of school variables on lower primary school pupils' academic performance in Social Studies in the study area.
- Ho3: There is no significant combined influence of home and school variables on lower primary school pupils' academic performance in Social Studies in the study area.

### **Theoretical Framework**

The study is supported by social constructivist theory propounded by Lev Vygotsky (1968) which infers that human experiences are connected to the learning realities (Vygotsky, 1978). Constructivism is actually based on how people construct or develop their own knowledge and this is known through the experience of learner (Elliott, et al., 2000). To buttress constructivists' idea, Arends (1998) stated that constructivism has trust in personal development of learners through the interaction with others prior new ideas and knowledge. The main idea of constructivism is that pupils build new ideas on the foundation of previous learning. The knowledge acquired before affects the new learning experience that a learner will make (Philips, 1995). Also, constructivism idea /thought or notion is that learning is an active process rather than passive. Learners are seeing in passion form as empty vessel that need to be occupied with knowledge but constructivism notion says learners should construct learning through the engagement with the uni verse such as solving problem.

Learning is attained through interaction with others in the society. Learning is a social activity. Vygotsky (1978) stated that environment has great influence on the process of constructions. Vygotsky believed that the surrounding in which the children are brought up affects how they think and reason. It also influences what they think about. Knowledge is established through teaching and learning which involves passing, imparting and receiving. Constructivism theory also stated that knowledge can only present in human mind and does not to match any real-world reality (Driscoll, 2000). There are three categories of constructivism such as cognitive constructivism based on Jean Piaget work, social constructivism which is built on work of Lev Vygotsky and the last one is Radical constructivism.

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Cognitive constructivism explains that knowledge is built by learners based on the existing foundation (GSI Teaching and Resource Centre, 2015). This method helps the pupils to get new facts to the foundation knowledge and this makes the learners to adjust existing intellectual framework to give room to new information. Social constructivism believed that learning is a joint work and knowledge is gained from interaction with other people. This social constructivism was propounded by Lev Vygotsky (1978). The notion of his theory is that knowledge is constructed or rather perceived through senses. The idea of radical constructivism informs us that knowledge constructed by individuals tells us nothing about reality but it makes us to function well in the environment. Three major concepts related to cognitive development were stated by Vygotsky. These concepts are culture is important to learning, language serves as the foundation of culture and people learn and develop themselves and perform their roles in the community. Learning takes place through social interaction as viewed by social constructivism. Social constructivism states that individuals thinking and understanding are developed through the interaction with others in the community. Soviet psychologist, Lev Vygotsky (1896-1934) propounded social\_constructivism theory.

The outcome of interaction between subjective and environmental factors is knowledge. The new knowledge can be processed with following steps. These are construction it means to build an understanding of a new concept by drawing on many of separate pieces of knowledge, keep -new facts can be stored in memory and withdraw it means using and seeking information already saved in memory. Social constructivism mode of constructing knowledge is based on interaction with other learners and interaction in groups. Gaining knowledge is based on the interaction with the fellow mates especially those that are genius. Learners can learn more if they are with small groups of their mates rather than interaction in peers which involves one learner and one adult. There are some guiding principles which social constructivism is based upon. These principles are: knowledge is built through human efforts, reality is made

by cooperative effort of the individuals in a society, learning is a social activity and learning makes a sense when learners engage in interaction.

Level of proximal development is used alongside with other guiding principles. Proximal is seen as the skills, help and knowledge a learner needed to acquire Vygotsky (1978). Social constructivism makes us to know that knowledge is gained as a result of social interaction and language used with others in the environment. Social constructivism core message is that learning constructed by pupils will make them to take decision on their own and contribute meaningfully to the development of society. The language of social constructivism in teaching is relied on action oriented and joint or cooperative learning. The acquisition of knowledge is shifted from the teachers to pupils and to change the learner from passive listener to active members of a class. This encourages creativity. It makes the learners to take risks and explore the learning in different ways. Social constructivism makes learners to collect data and use it provide solution to the immediate problems.

Social constructivism theory encourages the learners to team up with the teachers and mates in building new knowledge and understanding Kapur (2018) stated that social construction of knowledge's occurs in various areas. In social constructivism theory, knowledge is attained as a result of joint effort through interaction, discussion and sharing among the pupils. The teaching methods employed by the teachers give room for interaction.

### **Empirical Review**

Ishola and Taiwo (2015) investigated parenting styles and students' academic performance among junior secondary school students in Ilorin South Local Government Area, Kwara State. The study revealed that there was a significant relationship between authoritative parenting style and academic performance of male students in Social Studies, while there was no significant relationship between authoritative parenting style as a home variable and academic performance of female students in Social Studies. It was also discovered that there was no significant relationship between permissive parenting style and academic performance of both male and female students in Social Studies.

Fagbamiye, (1997) stated that the Ministry of Education mentioned methods of teaching and classroom teachers as the factor contributing to poor performance of pupils. He also pointed out that learners' life outside the school is also another factor that affects their performance in school. Family background of the learner is also known as the environment which consist of human and material resources available at home that affect living of the child such as occupation, parental education and socializing materials present in the home. To train the learners, the government assists the home and school by making national policy on education available to achieve the aim and the set goal.

Yunus, et al., (2018) investigated parental background and students' academic performance: A comparative study in North-Central Nigeria. The results showed that there is no significant difference in scores for both male and female respondents in relation to these parental factors. It is only parental income which was shown as different between the male scores. It shows that students whose parents with educational background and who engage in respected occupation support both male and female secondary school students equally particularly in Islamic Studies. In addition, Abubakar (2013) found that income level of parents can decide the extent parents can go for their children to enhance their learning process for good academic performance.

Nseabasi and James (2025) investigated the influence of school variables on students' attitude towards learning in secondary schools in Urueoffong/Oruko Local Government Area. The research aimed to identify key school-related factors that affect students' attendance and their perceptions of school. Data were collected through structured questionnaires and analysed using Pearson's Product Moment Correlation Coefficient (PPMC). The findings reveal that several school variables, including the quality of teaching, school facilities, teacher-student relationships. High-quality teaching and well-maintained facilities were associated with positive student attitudes and higher attendance rates. Conversely, poor teacher-student relationships and lack of parental encouragement were linked to negative attitudes and poor learning habit. The study concludes that teacher-students interpersonal relationship is of fundamental importance in effective teaching and learning. Lack of parental encouragement impedes students' attitude towards learning in secondary school whereas where parent guide, communicate and show interest in promoting the progress of their wards in school academic, performance increases.

### **Methods**

The research adopted a descriptive survey design of correlational type. The motivation for using this is to gather detailed data. The study is a descriptive study because it uses quantitative data to provide relevant and accurate information. The population used for the study comprised all lower primary school pupils both public and private schools in two Local Government Areas in Ile Ife, Osun State. These are Ife East and Ife Central Local Government Areas. The sample used for the study consisted of 200 low er primary school pupils three in Ile-Ife, Osun State. A two-staged sampling procedure was used to select the sample for the study. At the first

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stage, the two local governments in Ile-Ife: Ife East and Ife Central were selected for a reason. Five primary schools were selected from each of the local government, using simple random sampling technique, making a total of 10 primary schools at the second stage. From the selected schools, simple random sampling technique was also used to select 20 primary school pupils III from each school, making a total of 200 primary school pupils.

Three research instruments were used for the study, namely: Home Variables Questionnaire (HVQ), School Variables Questionnaire (SVQ) and Pupils' Performance Record. The SVQ is a questionnaire which consists of two sections A and B. Section A covers the demographic characteristics of the respondents such as sex, class, age and local government area. Section B consists of 15 simple questions measuring school variables. Pupils were asked to respond to questionnaire by ticking the correct option Yes or No. The Home Variable Questionnaire (HVQ) is an instrument designed by the researchers. This research instrument is also of two sections in which section A measures the demographic traits of the respondents as we have in school variables while section B consists of 10 simple non ambiguous questions measuring home variables such as family size, structure, parental background, activities of both parents and pupils at home before and after school hours and attitude of parents to pupils education. For the pupils' performance test, Social Studies Examination result of the pupils in primary III for three terms were collated by the researchers and the average was computed to get pupils' performance test.

Experts in the field of Test and Measurement, Social Studies and Early Childhood Education were consulted to carry out the validity of the instrument. The expert reviewed the items in terms of relevance to the subject matter, appropriateness of language usage and clarity of purpose. Pilot testing was used to determine the reliability of the instruments. Social Studies teachers from different schools and different local government in the main study were selected for the pilot testing before the instruments were finally administered. The responses from the respondents were used to modify the instruments as the deficiencies of the instruments were revealed. The reliability co-efficient value of 0.81 for HVQ and the reliability co-efficient value of 0.83 for SVQ were found. Inferential statistics of regression analysis was used to analyse data collected on the hypotheses.

**Results**

**Hypothesis One:** There is no significant influence of home variables on lower primary school pupils' academic performance in Social Studies in Ile-Ife, Osun State.

Data gathered on home variables (parenting style, family size and parental occupation) (independent variable) and pupils' academic performance (dependent variable) in Social Studies were treated with regression analysis as shown in Table 1.

**Table 1: Regression analysis of the influence of home variables (parenting style, family size and parental occupation) on lower primary school pupils' academic performance in Social Studies**

R = 0.079 <sup>a</sup> R <sup>2</sup> = 0.006 Adj. R <sup>2</sup> = 0.009 F = 1.413	Unstandardized		Standardized		
	Coefficients		Coefficients		
	B	Std. Error	Beta	t	Sig
(Constant)	55.056	3.095		17.786	.000
Parenting style	0.464	0.459	0.072	1.010	.314
Family size	-0.032	0.117	-0.019	-0.269	.788
Parental occupation	-0.122	0.343	-0.026	-0.357	.722

(F = 1.413; p > 0.05)

a. Dependent Variable: Pupils' Academic Performance

b. Independent Variable: Home Variables (Parenting Style, Family Size and Parental Occupation)

Results in Table 1 shows that there was no noteworthy influence of home variables (parenting style, family size and parental occupation) on lower primary school pupils' academic performance in Social Studies in Ile-Ife, Osun State (F = 1.413; p > 0.05). Therefore, the null hypothesis indicates that there is no significant influence of home variables on lower primary school pupils' academic performance in Social Studies in Ile-Ife, Osun State is hereby not dismissed. This implies that home variables (parenting style, family size and parental occupation) do not really indicate scholastic execution of lower primary school pupils in Social Studies in the study area.

**Hypothesis Two:** There is no significant influence of school variables on lower primary school pupils' academic performance in Social Studies in the study area.

Data gathered on school variables (class size, school location, instructional materials and teachers' professionalism) (independent variable) and pupils' academic performance (dependent variable) in Social Studies were treated with regression analysis as shown in Table 2.

**Table 2: Regression analysis of the influence of school variables (class size, school location, instructional materials and teachers' professionalism) on lower primary school pupils' academic performance in Social Studies**

R = 0.779 <sup>a</sup> R <sup>2</sup> = 0.607 Adj. R <sup>2</sup> = 0.021 F = 1.702		Unstandardized Coefficients		Standardized Coefficients			
		B	Std. Error	Beta	t	Sig.	
(Constant)		61.608	3.910		15.754	.000	
Class size		-0.278	0.402	0.077	1.014	.005	
School location	0.373	0.368		0.050	0.855	.050	
Instructional material		-0.387	0.325	1.089	1.193	.002	
Teachers' professionalism		-0.614	0.332	1.133	1.852	.006	

(F = 1.702; p < 0.05)

a. Dependent Variable: Pupils' Academic Performance

b. Independent Variable: Home Variables (Class Size, School Location, Instructional Materials and Teachers' Professionalism)

Results in Table 2 indicate that there was significant influence of school variables (class size, school location, instructional materials and teachers' professionalism) on lower primary school pupils' academic performance in Social Studies in Ile-Ife, Osun State (F = 1.702; p < 0.05). Thus, the null hypothesis indicates that there is no significant influence of school variables on lower primary school pupils' academic performance in Social Studies in Ile-Ife, Osun State is hereby rejected. This implies that the R<sup>2</sup> value of 0.607 actually accounted for 60.7% influence of school variables (class size, school location, instructional materials and teachers' professionalism) on academic performance of lower primary school pupils in Social Studies in the study area.

**Hypothesis Three:** There is no combined influence of home and school variables on lower primary school pupils' academic performance in Social Studies in the study area.

Data gathered on home and school variables (independent variable) and pupils' academic performance (dependent variable) in Social Studies were treated with regression analysis shown in Table 2.

**Table 3: Regression analysis of the influence of home and school variables on lower primary school pupils' academic performance in Social Studies**

R = 0.711 <sup>a</sup> R <sup>2</sup> = 0.506 Adj. R <sup>2</sup> = 0.025 F = 8.875		Unstandardized Coefficients		Standardized Coefficients			
		B	Std. Error	Beta	t	Sig.	
(Constant)		72.536	6.072		11.946	.000	
Home variables	0.042	0.318		0.572	0.310	.095	
School variables	-1.082	0.254		1.019	0.969	.000	

(F = 8.875; p < 0.05)

a. Dependent Variable: Pupils' Academic Performance

b. Independent Variable: Home and School Variables

Results in Table 3 show that there was combined significant influence of home and school variables on lower primary school pupils' academic performance in Social Studies in the study area (F = 8.875; p < 0.05). Hence, the null hypothesis asserts that there is no significant combined influence of home and school variables on lower primary school pupils' academic performance in Social Studies in the study area is hereby rejected. The result implies that the R<sup>2</sup> value of 0.506 accounted for 50.6% combined influence of home and school variables on lower primary school pupils' academic performance in Social Studies in the study area.

### **Discussion of Findings**

Findings of the research showed that there was no significant influence of home variables (parenting style, family size and parental occupation) on lower primary school pupils' academic performance in Social Studies in Ile-Ife, Osun State. The result corroborates the finding of Evans (2004) stated that children from low-income parents have fewer stable homes, greater exposure to environmental toxins and violence and so limited extra – facilities doubt that parents in such setting would report lower academic expectation, less monitoring of children academic work and less overall supervision of social activities compared to students from high socio-economic families. The results contradict the findings of Ishola and Taiwo (2015) that there was a significant relationship between authoritative parenting style and academic performance of male students in Social Studies, while there was no significant relationship between authoritative parenting style as a home variable and academic performance of female students in Social Studies. Corroborating this result, Abubakar (2013) stated that income level of parents can decide the extent parents can go for their children to enhance their learning process for good academic performance.

Results of the study also revealed that there was significant influence of school variables (class size, school location, instructional materials and teachers' professionalism) on lower primary school pupils' academic performance in Social Studies in Ile-Ife, Osun State. The results corroborate the findings of Nseabasi and James (2025) that several school variables, including the quality of teaching, school facilities, teacher-student relationships. High-quality teaching and well-maintained facilities were associated with positive student attitudes and higher attendance rates. Conversely, poor teacher-student relationships and lack of parental encouragement were linked to negative attitudes and poor learning habit.

Results of the study further showed that there was significant combined influence of home and school variables on lower primary school pupils' academic performance in Social Studies in the study area. The result is line with the submissions of John-Nwosu (2001) that most countries of the world are faced with problems of limited data on the influence of the home variable on primary school pupil's academic performance. This is due to low level of development of technology. He further stated that no nation can rise above the level of education provided for its citizens. The environment plays a very remarkable role in the life of every individual includes his education life.

### **Conclusion**

The research showed that home variables (parenting style, family size and parental occupation did not really predictor determine academic performance of lower primary pupils in Social Studies in the study area but school variables(class size, school location, instructional materials and teachers' professionalism) had great influence on academic performance of lower primary school pupils in Social Studies in the study area while both home and school variables had adverse or negative effect on academic performance of lower primary school pupils in Social Studies in Ile-Ife.

### **Recommendations**

Based on the findings of the study, the following recommendations were made:

1. Teachers should make teaching to be interactive and not teachers centered and to be pragmatic in nature and use various teaching methods such as observation, dramatization research method, excursion method and the use of immediate environment for better understanding of Social Studies.
2. Parents are advised to consider the location of the school before enrolling their wards in the school.
3. The ministry of education in collaboration with the school heads have to ensure that the class size is not too large for effective teaching and learning.
4. Teachers should be exposed to regular seminars/workshops /conferences so as to update their knowledge and should make effort to employ more qualified and licensed Social Studies teachers
5. Parents have to support their wards by providing all the learning materials needed.

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