

**INFLUENCE OF FAMILY SIZE AND AFTER SCHOOL ACTIVITIES ON STUDENTS' ACADEMIC PERFORMANCE IN SURULERE AND KOSOFE LOCAL GOVERNMENT AREA OF LAGOS STATE**

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**ABSTRACT**

*The paper researched into the influence of family size and after school activities on students' academic performance in selected secondary schools in Surulere and Kosofe Local Government area of Lagos State. Four hypothesis were postulated. In testing them, a questionnaire tagged Family Size on Academic Performance (FSAP) was designed and administered on 480 students in four public and four private schools through simple random sampling technique the collected data were analysed and interpreted using simple percentage, T-test and Anova Statistics. The result of the analysis revealed that there is significant difference in academic performance of students in public and private schools; differences in academic performance of large family and small family. Therefore it is recommended that Government among others should organize public lectures on family planning and public schools should endeavour to do their work conscientiously.*

**INTRODUCTION**

Education has been variously defined by different scholars. According to Fafunwa (1972), education means 'the aggregate of means by which a child develops sound and effective abilities, attitude, skills, knowledge and other forms of behaviour which have positive value to the society in which he found himself. Kobiowu (1994) views education as 'an instrument of change. It is through educational system that people are taught how to meet and face the challenges in the course of his socio political and economic development.

Hence, education has assumed great importance as a means for mobility in the society. The level of educational attainment determines the opportunities for employment and career prospects and for social class destination.

To emphasize how important education is to an individual and a country at large, Onwueme and Okezie (1994) *Guidance for the 6-3-3-4 system of education, Benin, Institute for Education, University of Benin* conceded that 'education was also the instrument by which Nigeria attain good'. Education is essential for the development of individual and growth of the society. It is the backbone of any prosperous nation and the core of the civilization to a dynamic society. Hence, any society without a crop of responsible educated leadership wholly stands the risk of losing its future.

### **Some Factors that can Infringe on Students Academic Performance**

- i. Parent Children Relationship
- ii. Domestic work on students school work
- iii. Parent's level of education
- iv. Birth order
- v. Poor diet
- vi. Sibling separation/crowding
- vii. Environment

- i. **Parent-Children Relationship:** There is no doubt in the fact that parents attitude and interaction towards their children have great impact in students academic achievement.

The number of children parents have will determine how intimate they are with the children, parents with just one or two children will be so close and cordial with the children unlike parents with eight to fifteen children. Such children tend to lack intimacy and attention may not be well distributed.

Also, discipline used at home has a great influence on child's achievement. Ajao (1994) notes that the larger the family, the lesser the implementation of discipline. In a large family, discipline may not be applied due to the number of siblings.

A time when parents observe that they cannot afford taking care of their children with their income because of the largeness of the family size, they engage the children in some odd works that can generate more income to the family such as hawking petty items at the motor parks and in the streets. Gradually, as these children are continuously deterred from going

to school regularly, they continue to fall out of standard, before long, they fail in subsequent examinations and if proper care is not adequately taken, this may lead them to dropping out of the school. By and large, these sets of children become problem to the family and the entire society. Hence, they rather decide to be armed robbers, touts, pick pockets, prostitutes and the like. Carpenter and Riddlemen (1991): "curbing the menace of students crises in Higher Institutions: Implications for Guidance", London: George Allen Untrin opine that the home has special duties to perform in the life of a child because they provide the basic needs such as food, clothing, adequate shelter and other basic needs in school.

Uche (1994) opines that income is one of the factors used in social stratification. The income of the family and the level of interaction in the home will affect educational aspiration of the child. No matter the income of parents with large family, the children may not likely enjoy the best education they want from their parents like their counterparts from average family size. Even when the parents are in gainful employment.

Kahi (1995) argues that there are two main factors that are known to influence academic attainment of a child. He refers to them as both economic status of the parents and the poor family background. At this juncture, it is imperative to say that many children are enough to make somebody poor, because they will eat into parents income and resources and leave the parents haggard.

This is the simple reason why a father of nine children cannot afford sending them to standard school where there are qualified teachers and well equipped science laboratories, providing a conducive studying environment at home, such as miniature libraries fully equipped with relevant reading texts, feeding with nourishing meals which go a long way in developing their brains. They are rather sent to attend the 'poorest school' and are underfed. Invariably, they find it quite impossible to go at same pace with the children of educated parents as far as academics is concerned.

Debey (2006) argues that children from low socio-economic homes with large family size do not only receive poor education but also achieve less educational success in life. In addition to the above assertion, Musgrave (1976) while trying to find probable causes to poor academic performance of students in one of the Grammar Schools in London, observed that family size contribute to low educational standard of students.

Banfield and Douglas (1984) claim that the more parents value education the more they will support their child's educational endeavours and the more likely he is to succeed. To this effect, Cave and Chester (1974) conclude that 'educational achievement is not just a matter of favourably attitude opportunities, that is educational opportunities must be available to those who seek them'. It is not just enough to put a child in school and expect him to perform well without giving him necessary motivations at home. Children need intellectual stimulation which could be in books and other learning materials.

Bubyd (1989) argued that the first style of a rich and educational families is different when compared with that of poor and uneducated. One of her contentions was that the children of educated elite were taller, heavier with more skills than their counterparts from illiterate homes. It was additionally noted that life in the elite family was focused on children's academic achievement, judged in terms of excellence and that of long term goals for children's careers were carefully planned and executed.

On the contrary, some families are large but with proper structure, there is likely to be effective parental care in some families that are small in size. In spite of the smallness, if the structure is not proper, the children from such families are bound to have educational setbacks.

- ii. **Domestic work on students' schoolwork:** The type of domestic task or work that children perform before and after school affect his or her performance in school. Some students are made to do tedious works in the morning, these make them to be tired and bored during class activities.

Oloko (1994) also observed that those engaged in light internal work do better academically. In Nigeria some children are kept at home on market days and after school hours to hawk around. Those children have little or no time to go through their school works.

- iii. **Parents' Level of Education on Students Academic Performance:** According to Kahi (1995) 'parental aspiration goes a long way in determining the academic achievement of a child'. He believes that though, the socio-economic class of the parents is crucial in determining the educational attainment of child, it could still be overshadowed by parents educational value and encouragement. There are many ways by which parents can motivate their children towards a great educational heights such motivations take place when parents assist their children in home works, act as guardian in career choices, make available some

educational facilities such as books, educative films, television, computer sets and the like.

Academic excellence has a positive correlation to level of social class and mental ability of the parents which will grossly affect the child's academic performance.

- iv. **Birth Order on Intelligence:** Intelligence is related to family size. Musgrave (1976) observes that 'the more children born to a family, the less intelligent the children will be most especially when they are too close together in age'. This means birth order has great deal with intelligence. Related studies also reveal that large family size affects the verbal development or language ability of students.
- v. **Poor Diet on Learning:** Okoye (1989) believes that diet, sleep and social contracts all have their influences upon students mental development if they are properly nourished with balance diet, they will be healthy, their brains develop properly which in turn earn them excellent academic performance. A direct study of the learning ability of malnourished children was made at Tulane University an early childhood research centre in a new title 'Hungry children lag in learning'. (Ajala 2005).
- vi. **Sibling Separation/Crowding:** The lower class with low income often live in over crowded homes, more often than not lack basic amenities and they usually send their children to poor schools. Some parents having given birth to more children than they can cater for always look for people to relief their burden. Some of these children are separated, they are made to live with distant relative like their grandmother, cousin, while some are given out as house helps to people in return for money given to the parents. As a result, such children receive hatred instead of love. Ozo – Esan (1998).
- vii. **Home Environment on Learning:** The home background determines and dictates the development of the students. It is observed that families with many children are affected by congestion because of distraction from other sibling.

Fafunwa (1963) finds out that the educational achievement of children in Africa is low. He notices the environment as one of the factors that contributes greatly to students poor performances. He maintained that the family home was more of hindrance instead of being an enhancing factor to academic performance.

In examining environment therefore, it can be concluded that environment could be physical or abstract, urban or rural, industrialized or simple agrarian, they all contribute greatly to what we learn and rate of learning.

### **STATEMENT OF THE PROBLEM**

Home environment is a broad concept that embraces many variables. Dare (2000) hypothesis some variable to be relevant to achievement in school. They are the language model at home, the stimulation to explore various aspect of the large environment, the size of the family and the work habit emphasized and exercised at home. Grinder (2000) is of the opinion that the most important environmental factor that influences intelligence include family cultural interest, parental educational level, income and home reading facilities, birth order and parental speech. From this point of view, students from large families are adversely affected by lack of these factors.

Another social problem like economic recession has been noted to be as a result of large family size in which the population is more than the resources. Many children are not well taken care of and in some cases children are neglected and even dumped in isolated places. It is difficult for some parents to feed their children let alone buy them clothes. It is common in schools nowadays to see many students repeating same class over the years. Some keep changing their school until they eventually drop out due to poor performances.

### **OBJECTIVES OF THE STUDY**

With reference to the problem highlighted above, the study is to;

1. examine the influence of family size and academic performance of students in public and private school
2. examine if there is relationship between students' psycho-social needs and academic performance
3. examine the influence of after school activities on students' academic performance

### **HYPOTHESES**

The following hypotheses were generated to serve as conducts for this study:

1. There is no significant difference between academic performance of students in public and private school

2. There is no significant difference between students after school activities and academic performance?
3. There is no significant difference between students psycho-social need and their academic performance
4. There is no significant difference between academic performance of students from large family and those from small family.

## **METHODOLOGY:**

### **Research Design:**

The research design to be employed in this study is survey: Structured questionnaires titled Family Size on Academic Performance were administered on respondents to collect relevant information on the subject. The data were descriptively analysed and relevant inferences were drawn.

### **Population and Sample:**

The population for this study comprises both the Junior and the Senior Secondary schools in Surulere and Kosofe Local Government of Lagos State.

### **Sample and Sampling Procedure:**

A simple random technique was used to select a sample of 480 students. The names of all public secondary schools were written out separately on small piece of paper, folded in balls form, mixed together and four were randomly handpicked. The same procedure was taken to pick the private secondary schools.

The subject consist of 480 senior secondary school students, 60 students in each of the schools were randomly chosen through the slip of papers cut by the researcher with Yes or No written on them. These pieces were folded and handpicked by the students in the classroom. Those with Yes responses were picked.

### **Research Instrument:**

In order to ascertain the influence of family size on students academic performance, a well structured questionnaire was designed and administered on the respondents. The questionnaire was concerned with student's bio-data, students activities after school hours and academic performance.

Respondents were required to make optional choice or a tick on the appropriate options as demanded by each of the item on the questionnaire.

### Data Collection

The questionnaire was administered personally by the researcher through the assistance of some teachers in the selected school. Also, students academic records were collected from the schools.

### Data analysis

Collected data were analysed using descriptive and inference statistical analysis. Questions and their responses were classified and the means were calculated. The data were subjected to simple percentage, T-test and ANOVA analyses.

## RESULT

### Hypothesis One

There is no significant difference between students' academic performance in public and private school.

To test this hypothesis, the means and standard deviation of academic performance of students in public and private school were obtained. T-test was calculated to determine the difference.

Table I: T-test difference in academic performance of students in public and private schools

School type	N	X	S	t	df	P
Public	240	273.83	56.18	3.64	477	<0.05
Private	239	294.25	66.23			

As indicated in table 1, the mean (X) and standard deviation of the public school is 273.83 and 56.18 while that of the private are 294,25 and 66,23 respectively. The t-calculated value is 3.64 which is greater than t-table at 0.05 (t.cal 3.64, df =, 477, p<0.05). Therefore, we reject the null hypothesis which implies there is significant difference in academic performance of students in public and private school. The reason is not far fetched because the private school students are given ample opportunities to exploit various learning materials provided to them in more conducive and comfortable environment, couple with adequate supervision of the proprietor/proprietress of the schools. While collating, it was discovered that most of the students in private schools were from small family size. Most parents of this group are educated and were into well paid and lucrative jobs and therefore capable of providing for their children's needs.



The finding revealed that most students in public schools are children from low economic backgrounds. As such the parents attribute all the responsibilities needed by the students to the teachers and government alone.

### **Hypothesis Two**

There is no significant difference between students after school activities and academic performance?

To test this hypothesis, the number of students with different activities were sorted into two categories of those who study or attempt assignment and those who do not study after school hours. The means and the standard deviations were also obtained using T-test. The result is presented in table 2.

**Table 2**

Activities	N	X	S	t	df	P
Attempting assignment	229	317.11	55.14	12.95	4.77	<0.05
Not studying	250	253.71	52.04			

From table 2, it was revealed that 229 respondents which indicates (47.808%) did study after school hours with the arithmetic mean of 317.11 and standard deviation of 55.14 against other group with 253.71 mean (x) and 52.04 standard deviation. This mean there is significant difference between those that attempt assignments given to them in school and those who did not study then reject the null hypothesis and uphold the alternative hypothesis ( $t\text{-cal} = 12.95 > t\text{ tab} = 1.645$ ) at 0.05 level of significance.

Despite the fact that, the percentage of students studying or attempting assignment after school hour is below average, yet their mean is far above the other.

There are other findings discovered while carrying out this study. Such factors are parental socio-economic background, proper planning of family size, conducive environment for learning and parents assistance in academic work at home. It is noted that some parents employ the service of paid teachers to teach their children after school hours.

### **Hypothesis Three**

There is no significant difference in students psycho-social needs and academic performance.

To test this hypothesis, the number of students whose at least two of their psycho-social needs are satisfied including food were obtained as well as those whose psycho-social needs were not met. The arithmetic means and standard deviation were calculated.

**Table 3**

Psycho-social needs	N	X	S	t	Df	P
Satisfied	348	304.90	56.949	14.31	4.77	<0.05
Not satisfied	131	228.55	35.935			

The result indicates that there is significant relationship between students psycho-social needs and their academic performance. This means there is a pronounced relationship between students needs such as provision of food, textbooks, home library, enrolment for extra mural coaching and their academic achievement. The findings reveal that the number of variable 1 (category of who psycho-social needs are satisfied) had a favourable means score of 304.90 with standard deviation of 56.949 against variable 2 (category of those not satisfied) with means (X) and standard deviation of 228.55 and 35.935 respectively. T – test value 14.31 is greater than the tabulated value of 0.05. These findings were interpreted in terms of the resources available to students to help them with their academic work.

Reasons abound for lack of students psycho-social needs. This cannot be separated from poor financial background, which cannot but have a great effect on provision of school materials, payment of school fees, parents-children interaction and qualitative feeding at home. As no wonder can be performed on a student who lack learning facilities and above all with an empty stomach. This corroborates the saying that ‘a hungry man is an angry man’.

#### **Hypothesis Four**

There is no significant difference in academic performance of students from large family and those from small family.

To test this hypothesis, the percentage of respondents in each of the grade levels were sought and calculated using ANOVA. The result is presented in table 4 and 5

**Table 4**

Average Grade mark	Small family respondents	%	Large family respondents	%
30-49	32	18.935	132	42.58
50-60	87	51.479	142	45.81
61-70	40	23.669	36	11.61
71-above	10	5.917	0	0
Total	169	100	310	100

**Table 5**

Variable	SS	MS	df	F	T – tab
Large and small family size	5019.995	5019.99	2	7.41	2.71

As indicated in table 5, the f calculated value is (7.41) which is greater than the tabulated value (2.71) at 0.05 level of significance. This implies that there is a significant difference in academic performance of students from large family and small family, hence, we reject the null hypothesis and uphold the alternative hypothesis that, there is significant difference in academic performance of students from small family and large family.

As indicated in table 4, 32 respondents which indicates (18.935%) out of 169 respondents from small family scored between 30-49 marks while we have a higher number of respondents, 132 constituting (42.58%) out of the total number of 310 respondents from the large family in the same mark range.

In the 61-70 mark range, 40 respondents (32.669%) fell into this range from the small family size while 36(11.61%) were found from the large family respondents. 10 respondents (5.917%) from the small family fell into the mark range of 71 – above while none (0%) from the large family size. It is however, revealed that there is a reduced number of failure in the small family compared to the other.

During the research study, it was discovered that students from small family size enjoy parental care, have cordial relationship with parents. Also, parents did pay them visit at school to require about their performances unlike parents with too many children.

## DISCUSSION

Four hypotheses were tested in this study. Pelwis (1990) in an attempt to reconcile parental help and children, in his piloted study that consisted of 40 children for one year, in his research in Inner London schools, children who spent time with books at home with parents guide did make greater achievement.

In the same vein, Oyekan (2000) ascertains that “a viable educational system with requisite human and infrastructural supportive network could become a veritable instrument of change and stability in our zest for social reconstruction, economic prosperity and political emancipation of the citizenry”, hence, a productive educational demands a diversification of school curricula towards meeting the changing needs of Nigeria society.

The finding revealed that most students in public schools are children from low economic backgrounds. As such the parents attribute all the responsibilities needed by the students to the teachers and government alone. The T-test result showed that there is significant difference in academic performance of students in private and public schools.

This result Corroborate Beck (1999) and Ross, Saavedra, Shur, Winters and Felner (1992) that academic participation after school build self-esteem and had positive effects on standardized score especially in mathematics and reading. After school activities can have a positive or negative impact on students, depending on the context in which they are experienced. Gatto (2000) concluded in his book *Teaching in America* that “schooling is not education”. After school homework can provide students with support they need to do well in school. But they should do so in ways that do not detract from the students opportunities to become involved in family and communities activities.

This therefore, confirms Engenia (1991) comments that parents’ involvement in education of their children is not a new development. Hence parents should be their children’s first educators and the emerging alliance between the home and school. This cannot be separated from the simple fact that schools are not important to parents but that school needs the maximum support of parents in order to achieve optimum success.

Shumow and Muller (2001) found that parents who were high school graduates were more likely than parents who were not graduates to help their children in their academics.

Another important factor that causes poor performance on the part of students from large family size is the existence of too many siblings children with many siblings are faced with financial constraints, such children are often sent out of school because of inability to pay the school fees and other materials required for learning. No wonder some of the respondents that came from large family in the study were not able to work up to the task because they depend on schoolwork alone unlike their counterparts, who have the full support of their parents, performed better. It was discovered that more of children from large family attended substandard schools where there are no adequate learning facilities;

Lastly, there are no significant differences in student's psycho-social needs and academic performance which cannot be separated from student's poor financial background which cannot but have pronounced effects on provisions of qualitative food intake, school materials and payment of school fees, there is pronounced difference in academic performance of students from large family and those from small family.

## **CONCLUSION**

From the outcome of this study, it could be inferred that students from large family do encounter a lot of difficulties in the cause of studying, owing largely to their parents' levels of income and occupation. Students whose parents are rich and enlightened have access to television programmes that are educative. Reading materials, like newspaper, magazines and qualitative food, adequate time to do extra academic studies at home. These help to boost their performances but those whose parents are poor are deprived of these privileges, which in turn prove causative factors to their poor performance.

## **RECOMMENDATION:**

Based on the findings (results) of the study, the following recommendation were made:

- Government should endeavour to organize public lectures on family planning where parents who have the interest in procreating many children would be enlightened and counseled on the negative effects of doing so. Family planning should also be extended to rural areas as well.
- Government should encourage continuing professional education and training programmes for classroom teachers.
- Procurement of well maintained infrastructural facilities in rural and urban school across the federation and also provision of remuneration package for highly motivated and self disciplined versatile professional teachers;

these will ensure their retention and acceptance of emerging challenges in education industry. Since teacher are the most important factors in any school system and school as a ground where dreams come true.

- Parents should make their children to be aware of the importance of education by trying to provide for them food, textbooks, good uniforms and prompt payment of school fees.
- Also, they are advised to often check their children at school to see how they are coping. They should work hand in hand with their teachers and also attend parent-teachers meetings. Teachers should try to observe and relate well with students so as to discover what they are passing through and how to help them out.
- All teachers in public schools should endeavour to do their work conscientiously, create a free learning atmosphere and attend to students at all times in order to improve them academically because it is discovered that the private school students are more brilliant than those in public schools. If these are properly put in place, students performances would improve.

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