HEAD OR TAIL: DO PARENTS' SOCIO-ECONOMIC STATUS INFLUENCE THE PERFORMANCE OF ENTRY LEVEL SENIOR SECONDARY STUDENTS IN ECONOMICS?

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Abstract
The study determined the influence of parental income, educational level and occupation on the performance of students who were learning the subject in the first year of senior secondary schooling.The study adopted the ex-post facto research design. The population comprised Senior Secondary School One (SSS1) students in Ondo West Local Government Area (LGA) of Ondo State. The sample for the study comprised 100 Senior Secondary School One (SSS1) students in four intact humanities-field classes who were selected through the multistage sampling technique. Data were collected using two instruments viz: Students' Personal Information and Socioeconomic Status Questionnaire (SPIQ) and Academic Performance in Economics Retrieval Sheet (APERS). Data collected which were analysed using Analysis of Variance (ANOVA) revealed that none of the trio indices of socioeconomic status (parents' income, educational level and income) utilized has significant influence on the academic performance of entry level students in Economics. The study concluded that though socio-economic status may not have significant influence on the academic performance of entry level students in Economics, it may however be taken cognizance of in studies on the effect of process variables on the performance of students in the subject areaon account of inconsistent findings.

Keywords: Academic performance; Economics entry level students; Socio-economic status

Background to the Study
Economics is one subject that has been identified to be of immense benefit in ensuring that students acquire essential specific skills for self-reliance both at the present while they are yet students and in the nearest future when they assume among other roles, roles as workers and entrepreneurs. In more specific terms, the syllabus in the subject as designed by the West African Examinations Council (WAEC) is to expose students to the basic economic principles as useful guide to rational decision-making relating to individuals, business, government and society in general; and to enhance their understanding and appreciation of Economics not only as an academic field of study but also as a practical subject (WAEC, 2004).

The 4th edition of the National Policy on Education (NPE) (FRN, 2004) included Economics in the non-vocational electives group where students may choose at least one subject from. Observations however revealed that students from the three fields of studies that existed then viz: Commercial, Arts and Science, do offer this subject. This might, in addition to the pragmatic nature of the subject, be due to the acceptability of the subject for admission purposes for a wide range of courses in tertiary institutions. The 6th edition of the National Policy on Education (NPE) which was promulgated in 2013 distinctively classified the subject among the subjects to be offered by students who opt for the Humanities field of studies. In spite of the pragmatic nature of the subject, performance of students in the subject has been unstable and relatively unsatisfactory. For instance within a 10-year period that spans between 2005 and 2014, the percentage of students with acceptable level of passes (A1-C6) is 38.72% with the highest percentage passes of 65.42% recorded in 2013 and lowest of 36.24% in 2005. The reports of chief examiners in the subject also suggest that performance remains unsatisfactory. Essentially, it has been reported by the chief examiners reports (2010-2015) that students' weaknesses in the subject include: poor knowledge of graphical analysis, the use of wrong terminologies, poor grammatical expressions, scanty explanation of points, weak manipulative skills, etc. The reports of the chief examiners also suggested ways in which learning outcomes could be improved in the subject (WAEC Chief Examiners' reports, 2010-2015).

The concern for diverse factors that account for variances in students' academic performance has been the concern of stakeholders in the education field so that access to and quality of education can be improved (Bello &Oke, n.d.). The reason for this may not be distant from the relatively huge investments by all concerned in education and the expectation of a high returns as the future growth of any nation largely depends on the output (graduates) of the education system. It is therefore not surprising that there are numerous postulations from both empirical and theoretical research underpinnings that has been conducted to find out what specific factors account for positive gains or otherwise in essential school subjects. This indeed is with a view to controlling these variables and the direct or indirect influence they might have on academic performance. Some of the factors that have been highlighted to have influence on academic performance include: parental social economic status, parent's education and their involvement in child's studies, student's gender, time allocation, technology, available facilities, teacher motivation, etc. (Azhar, Nadeem, Naz, Perveen& Sameen, 2013). In more specific terms, Crosnnoe, Johnson and Elder (2004) grouped and termed these factors as student factors, family factors, school factors and peer factors.

While researchers continue in their quest for significant factors that could affect students' academic performance, it could be observed that one of the most researched and debated factors that contribute towards the academic performance of students is socio-economic status.According to the American Psychological Association (2014), socioeconomic status (SES) is commonly conceptualized as the social standing or class of an individual or group. It is often measured as a combination of education, income and occupation. The Australian Bureau of Statistics (ABS) refers to socio-economic status as socio-economic disadvantage and defines it in terms of people's access to material and social resources as well as the ability to participate in society (ABS, 2009). A more succinct clarification of the term was given by the National Centre for Educational Statistics (NCES) (2008). NCES defined socio-economic status as an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education, and occupation. Taking a clue from these definitions, socio-economic status could be defined as an individual or group's stance along the continuum of the combination of social and economic factors of income, education and occupation. Socio-economic status is typically broken into three categories viz: high SES, middle SES, and low SES to describe the three areas a family or individual may fall into.

SES has been thought to affect a wide range of areas of the life of individuals, families and groups. The affected areas include educational attainment, academic performance, and physical, social and mental health status. Scholars such as Willingham (2012) have thus argued that low socio-economic status has negative effect on the academic performance of students because the basic needs of the students remain unfulfilled and as such could not perform well academically. These categories of students have financial challenges and have to face and scale several hurdles. The financial challenges need be solved; the process of solving them distracts the students from concentrating fully on assigned tasks and academic work which then lead to failure to get good grades in school. As argued, the converse applies to students from high socio-economic status background. The students in this category have access to the necessities of life, academic textbooks and leisure reading books, subscription to the internet, pay television stations which offer diverse educational programmes, vacations abroad, etc. The access to these facilities create a positive environment that yields positive self-esteem for these students with the ensuing result that they can concentrate fully on assigned academic tasks with corresponding correlative high grades.

Willingham explained that how SES affects educational outcomes, though has been broadly explained by various theories, could be narrowly explained by two models viz: *Family investment models* and *Stress models*. As explicated by him, Family investment models offer as intuitive mechanism that high-SES parents have more capital and so can invest more in their children's development. Stress models however suggest that low SES is associated with long-term stress that has two consequences: it makes parents less effective, and it has direct, negative biological consequences for children's maturing brain systems. Several researches have established positive relationship between and positive effects of high SES on academic performance. It is commonplace that these studies have shown different permutations of the effect of the tri-SES indices on academic performance. Some of these studies, most especially those that bear on high school education, are considered in the ensuing paragraphs.

Examination of the different factors that influence the academic performance of 10th grade students was the crux of a study by Farooq, Chaudhry, Shafiq and Berhanu (2011). It was revealed that socioeconomic status and parents' education have a significant effect on students' overall academic achievement as well as achievement in Mathematics and English. Specifically, it was reported that the high and average socio-economic level affects the performance more than the lower level. Gupta and Katoch (2013) in a study that determined the relationship between socioeconomic status and academic achievement of 10th grade students where academic performance was taken as the marks of the students in mathematics found that there exist no significant relationship between socioeconomic status and the academic achievement of the students. Results of the study further revealed that differences exist according to whether they are from urban or rural areas among boys whereas such differences in achievement according to area do not exist among girls.

Kyei&Nemaroni (2014) established in their study that father's educational status, father's occupational status and mother's educational status affect performance of grade ten students in high school in Vhembe district in South Africa. Singh and Choudhary (2015) utilizing standard 10 results of standard 11 students in 15 schools in Delhi city, reported that academic achievement was influenced by SES and that those with high and middle SES have shown better performance. Lansangan, Baking, Quaimbao, Nicdao, Nuqui and Cruz (2015) also found that intermediate pupils achieved low educational level in relation to parents' profile.Abdu-Raheem (2015) operationalized SES as family size, parent's background, parent's qualification and parent's level of income. Each of these variables according to the findings of this scholar has significant effect on academic performance of students. Aliyu (2016) reported a significant relationship between the family socio economic status and academic achievement of senior secondary school students in Nassarawa Zonal Education Area of Kano state, Nigeria.A relatively recent and universal report of how socio-economic status affect academic performance is reported in the 2015 edition of the Organisation for Economic Cooperation and Development's (OECD) Programme for International Student Assessment (PISA).

 Yet, significant other researchers have found and reported non-significant (interaction) effect of school and SES on the performance of students.Pettigrew (2009) explored the impact of socioeconomic status on academic achievement as measured by the Tennessee Comprehensive Assessment Program Achievement Test and the Tennessee Comprehensive Assessment Program Writing Assessment of 8th grade students enrolled in 4 elementary schools in a rural school system in Tennessee. The independent variables were the schools (Schools A, B, C, D) and the socio-economic status of the students measured in terms of those that were qualified for free or reduced price meals and those who did not qualify for free or reduced price meals. The five dependent variables in the study were the number of items students answered correctly on the math, language arts, science, and social studies portions of the test and the holistic writing test scores. The findings of the study among other findings showed that there was no significant interaction effect of school and socioeconomic status on the academic achievement of the students.Ogunshola and Adewale (2012) determined the effect that parental socio-economic background, parental educational background, parental educational qualification and students' health statuses have on the academic performance of secondary school students. They reported that parental socio-economic statuses and parental educational background did not have significant effect on the academic performance of the students. The other two variables of parental educational qualification and health statuses of the students were identified to have statistical significant effect on the academic performance of the students.

The deviation in the common knowledge of students from high SES being at a vantage position for higher academic performance than their counterparts from low SES as obtained in some of the studies with no significant influencehas been explained on the basis of the students from low SES having a higher growth-mindset which causes them to aspire to leave the low SES rung via their academic attainment. Growth-mindset which is operationally defined as the belief that intelligence is not fixed and can be developed have been reported to appreciably buffer against the deleterious effects of poverty on achievement (Pedrosa, Dachs, Maia, Andrade&Benilton,2006and Claro, Paunesku&Dweck, 2016).

Notably, while research that assesses the impact and non-impact of socio-economic status on the academic performance of students is replete in the literature, one might be tempted to discountenance the merit of more studies to assess the relationship between these two variables. It however appears the body of literature on the effect/influence of SES on learning outcomes is complex and multifarious and each

study must of necessity be considered based on its own merit and within the context of sample used, subject of interest, prevailing socio-politico-cultural context, what constitutes academic performance, data analysis technique used, etc. Thus, it may be reasonably conjectured that results will continue to be inconclusive with findings tending in either direction of having effect and not having effect even within the indices of SES for a sample under consideration. For instance, Kimaiga (2014) established a significant relationship between the variables of education level of the father, education level of mother, father's occupation, mother's occupation and the academic performance of students in Kiamokamadivision of Kisii county Kenya but no significant relationship was reported between parental level of income and the pupils' performance. As such, it may be postulated that this line of research is open as the variables involved are not static and the outcomes might be mediated by myriads of factors.

Observably too, research that seek to determine whether SES affects performance in a sine qua non subject such as Economics for those who are new (in principle) to the subject is scarce and one might be tempted to conjecture that those who have a high SES will perform well in the subject than those with low or moderate SES. However, this conjecture need be subjected to empirical research so as to uphold or refute it.

Statement of the Problem

Decline in students' performance evidenced by their appalling low performance in public examinations has been a bane of the Nigerian educational system. The realization that this trend has wide implications for the nation's educational system such as the discredit of the quality of the system has triggered a wide array of research to determine factors in the individual student, school environment, home environment, etc. that may have effect on student's performance. Hence, specific research has been conducted on the effect of self-concept, self-esteem, reading habits, class-size, teacher characteristics, and even socio-economic status on the academic performance of students. It is however doubtful if the results of these studies can be conclusive considering the non-static nature of human conditions and circumstances, the sample used and what constitutes academic performance. It is on this latter premise that this present study replicated the research on the influence of parents' socio-economic status on academic performance with specific reference to students who are new to Economics as a subject using samples from Ondo West Local Government Area of Ondo State, Nigeria.

Purpose of the Study

The purpose of the study was to determine the influence of parental socioeconomic status on the performance of entry level students in Economics in Ondo West Local Government Area of Ondo State, Nigeria. More specifically, the objectives of the study were to:
(i).   determine the influence of parental income on the academic performance of senior secondary school one (SS1) students in Economics in Ondo West Local Government Area;
(ii).   assess the influence of parents' educational level on the academic performance of the students in Economics and;
(iii).   examine the influence of parents' occupation on the performance of the students in Economics.

Research Hypotheses

The following research hypotheses have been generated for this study and would be tested at 0.05 level of significance.
(i).   There is no significant influence of parental income on the academic performance of SS 1 in Economics students in Ondo West Local Government;
(ii).   There is no significant influence of parental educational level on the academic performance the students;
(iii).   There is no significant influence of parental occupation on the academic performance of the students.

Methodology

The study adopted the ex-post facto research design. The sample comprised 100 Senior Secondary School One (SSS1) students. Cluster sampling technique was used in selecting four public Senior Secondary Schools(SSS) in the local government area. The multi-stage sampling technique was used in the selection of the samples. The first stage was the selection of four public secondary schools from a cluster of schools in the study area using the simple random sampling technique. This was to enable students with near environmental factors be included in the study. The second stage was the selection of four intact humanities-field classes, one from each of the four schools, using the simple random sampling technique. The last stage was the selection of 25 students who were transiting to SSS2 and who had written three terminal examinations in Economics from each of the classes also using the simple random sampling technique. Two instruments viz: Students Personal Information and Socioeconomic Status Background Questionnaire (SPIQ) and Academic Performance in Economics Retrieval Sheet(APERS) were used.

SPIQ was used to collect necessary information from students on their personal data and perceived socio-economic status of their parents. APERS was used to collect the terminal examination and the weighted average scores of the students in Economics in their first year in senior secondary schooling. The face and content validity of the instruments were established by experts in educational and behavioural research who assessed and modified them as appropriate and also gave independent opinions of the instruments' ability to measure what they purport to measure. A test-retest reliability coefficient of 0.86 was established for the SPIQ when administered on 20 students who were not part of the study. This was considered adequate for the present study.

Data for the study was collected in four weeks. This was because some of the students needed to verify some information from their parents or guardians. The purpose of the study was related to the students and the questionnaire was administered on only twenty-five students from each intact class in each of the four schools who volunteered to take part in the study. The students were assured of the confidentiality of the information they gave and that the information they supplied would be used for the purpose of realising the objects of only this study. The completed questionnaires were coded as appropriate and the influence of parents' SES indices on the performance of the SSS1 students in Economics was established using Analysis of Variance (ANOVA).

Results

Hypothesis One

Hypothesis one stated that there is no significant influence of parental income on the academic performance of students in Ondo West Local Government. In order to test this hypothesis, the analysis of variance of the means of the students' weighted performance based on their parents' level of income was done. The results are as presented in Table 1.

Table 1: Analysis of variance of the influence of parental income on the academic performance of students in Economics

Sources of Variation	Sum of Squares	df	Mean of Squares	F	*p*
Father's Income					
Between Groups	41.29	4	10.32	1.51	0.20
Within Groups	639.25	94	6.80		
Total	680.54	98			
Between Groups	68.20	4	17.05	2.62	0.04
Within Groups	612.34	94	6.51		
Total	680.54	98			

Dependent variable: Weighted average sessional performance

Table 1 depicted that there is no significant influence of Father's Income level on the academic performance of the students (F=1.51, *p*>0.05). Also, it could be reasonably concluded that there is no significant influence of mother's income level on the academic performance of the students. Though the F-value was significant at 95% confidence interval level (F= 2.62, *p*<0.05), the Scheffe test of multiple comparisons (See Appendix I) revealed no significant differences among the means of the students' performance vis-à-vis mother's income as the test categorized the students' performance into one homogenous subset.

The null hypothesis which stated that there will be no significant influence of parental income level on the academic performance of students in Economics was therefore not rejected.

Hypothesis Two
Hypothesis two stated that there is no significant influence of parental educational level on the academic performance of students in Economics. In order to ascertain the veracity or otherwise of this hypothesis, data collected was subjected to analysis of variance. The results obtained are as presented in Table 2.

Table 2: Analysis of variance of the influence of parental educational level on the academic performance of students in Economics

Sources of Variation	Sum of Squares	df	Mean of Squares	F	*p*
Father's level of education					
Between Groups	58.65	6	9.77	1.45	0.21
Within Groups	621.90	92	6.76		
Total	680.55	98			
Mother's level of education					
Between Groups	9.79	6	1.63	0.22	0.97
Within Groups	670.76	92	7.29		
Total	680.55	98			

Dependent variable: Weighted average sessional performance

On analysis of the data, it was revealed as depicted in Table 2 that there is no significant influence of fathers' educational level on the academic performance of students (F= 1.45, *p*>0.05). Results also indicated that mothers' educational level do not have significant influence on the academic performance of the students in Economics (F= 0.22, *p*>0.05). The null hypothesis which stated that there is no significant influence of parental educational level on the academic performance of students in Economics was therefore not rejected.

Hypothesis Three
The results of data analysis to determine if there is no significant influence of parental occupation on the academic performance of students was determined using ANOVA statistics. Two categorisations were obtained for parental occupation. First was categorisation of occupation based on the field of profession. The profession fields of Administrative/Supervisory Management/ Management Professional, Agriculture, Teaching, Health, Trading/Vocational, Artisans and Others were obtained from the data collected while the second categorisation was based on the type of employer for which the categorisation of government, private establishment and self-employment was obtained. Results are as presented in Tables 3 and 4.

Table 3: Analysis of variance of the influenceof fathers' occupation based on field of profession on the academic performance of students in Economics

Sources of Variation	Sum of Squares	df	Mean of Squares	F	p
Fathers' Occupation by Profession					
Between Groups	37.50	6	6.25	0.89	0.50
Within Groups	643.05	92	6.99		
Total	680.55	98			
Mother's Occupation by Profession					
Between Groups	34.11	5	6.82	0.98	0.43
Within Groups	646.44	93	6.95		
Total	680.55	98			

Dependent variable: Weighted average sessional performance

From Table 3, the test of influence of fathers' occupation on the academic performance of students' in Economics revealed that F= 0.89 and p=0.50. Since the p-value is greater than the 0.05 probability threshold, the null hypothesis which stated that there will be no significant influence of fathers' occupation (based on the identified categories) on students' academic performance was not rejected. Results also revealed that the students' mothers' occupation, based on the identified six categories of field of profession, did not have significant influence on the academic performance of the students (F=0.98, p=0.43). The null hypothesis that there will be no significant influence of mother's occupation on the students' academic performance was therefore accepted based on the identified professional fields. The results of the alternative classification of parental occupation according to type of employer are as presented in Table 4.

Table 4: Analysis of variance of the influence of parental occupation based on type of employer on the academic performance of students in Economics

Sources of Variation	Sum of Squares	df	Mean of Squares	F	p
Fathers' Occupation by Employer					
Between Groups	13.99	2	6.99	1.00	0.37
Within Groups	666.56	96	6.94		
Total	680.55	98			
Mother's Occupation by Employer					
Between Groups	1.91	2	0.96	0.14	0.87
Within Groups	678.64	96	7.07		
Total	680.55	98			

Dependent variable: Weighted average sessional performance

From the results in Table 4, it was also depicted that fathers' occupation (F=1.00, p=0.37) and mothers' occupation(F=0.14, p=0.87) do not have significant influence on the academic performance of entry level students in Economics. It could thus be concluded that parental occupation using the two classifications above did not have significant influence on the academic performance of the students. The null hypothesis which stated that there will be no significant influence of parental occupation, for the two categorisations, was therefore accepted.

Discussion

On the testing of hypothesis one, it was revealed that there was no significant influence of either of fathers' income or mothers' income which both constituted parental income on the academic performance of the entry level students in Economics. The present finding is consistent with the findings of Petti grew (2009) and Ogunshola and Adewale (2015)which reported no significant effect of parental socio-economic background and status on the academic performance of students. The finding could be attributed to the low financial resource involvement for learning Economics in secondary schools. Observations reveal students need basically no more than one of the recommended textbooks, a unit of mathematical set, graph book(s) and a calculator in the acquisition and retention of concepts in the subject. These materials are relatively affordable and readily available in stationery stores. More so, the Economics curriculum for senior school could be said to amend itself to the basic features of academic contents which according to Oloyede (2010) include relevance, learn ability, significance, economy and validity. As such, the facilitation and mediation of these contents utilizing appropriate teaching strategies, media and mode may not be influenced by parental SES.

Another hypothesis that was tested was the influence of parental educational level on the academic performance of the students. Findings reveal that there was no significant influence of parental educational level on the academic performance of the students. This finding contradicts those of Farooq, Chaudhry, Shafiq and Berhanu (2011), Kimaiga (2014), Kyei & Nemaroni (2014) and Abdu-Raheem (2015). This result is not surprising as parental educational level might not amount to positive academic gains in the students if the parents are not:able to secure good employment opportunities and could afford to create motivating basic learning environment that would facilitate the acquisition, retention and learning of concepts in the subject via the purchase of needed learning materials and; knowledgeable in the subject matter and at the same time willing to provide remedial instruction to their wards.

Lastly, the null hypothesis that stated that there will be no significant influence of parental occupation on the academic performance of the students in the subject was not rejected. The present result is corroborated by the findings of Ogunshola and Adewale (2012) and Kimaiga (2014) but refuted by those of Choudhary (2015) and Lansangan, Baking, Quaimbao, Nicdao, Nuqui& Cruz (2015) among others that depicted significant effect of parental income on academic performance. Occupational status of the parents may not have direct influence on the academic performance of the students as explained for the second hypothesis. The influenceit has may need to be determined through parents' provision of instructional materials and spending quality remedial instructional time with the students.

The results from this study has further reaffirm the need for inclusive education as replete in the NPE which transcends various difference-dimensions including socio-economic background for the total development of the individual student. Also, the findings of the present study could be highlighted to have affirm the dynamic nature of the socio-economic environment of the Nigerian school child who could be considered to have moved from being motivated by external factors such factors being out of his control; to the setting of new sources of motivation, mostly intrinsic, that could enable him/her reach set academic and life goals per time. Hence, students from a perceived relatively low socio-economic background could have developed means of encouraging themselves and utilizing the educational facilities and opportunities provided by the government, such educational facilities and opportunities being relatively free and accessible. Though this finding may be encouraging as one of the philosophies of the Nigeria society is that there be full, bright and equal opportunities for all; the low performance of the students in a subject such as Economics that is utilitarian and pragmatic calls for concern in the nature of what goes on in the teaching and learning of the subject in Nigerian classrooms.

Conclusion and Recommendations

The conclusion that could be reached from this study is that though parental SES may not have a potent influence on the academic performance of entry level students in Economics, it should however be taken cognizance of in studies on the influence of process variables on the performance of students in the subject area on account of inconsistencies in findings. This will enable the effect sizes attributable to SES and intervention attempts to be separately determined in order to comprehend the effectiveness of such interventions. The findings from the study could also be inferred to have brought to the fore the importance of Economics as school subject and the need for students to retain concepts emphasized in it irrespective of SES. Hence, teachers should be encouraged to use contextually relevant methods and models that cater for the needs of students with varied SES in the classroom.

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APPENDIX I

Scheffe Post-hoc analysis of the influence of mothers' income on the academic performance of entry level students in Economics

Mother's Income Level (₦)	N	Mean	SD	Scheffe Post hoc				
				1	2	3	4	5
Below 25 000	40	45.58	2.44		0.17	-2.25	-0.62	-2.09
Between 25,000 and 50,000	39	45.41	2.33	-0.17		-2.42	-0.79	-2.26
Between 50,000 and 75,000	12	47.83	1.99	2.25	2.42		1.63	0.16
Between 75,000 and 100,000	5	46.20	4.03	0.62	0.79	-1.63		-1.47
More than 100000	3	47.67	5.77	2.09	2.26	-0.16	1.47	
Total	**99**	**45.88**	**2.64**					

Scheffe Post-hoc test categorized students' performance into one homogenous sum

APPENDIX II

STUDENTS' PERSONAL INFORMATION AND SOCIOECONOMIC STATUS BACKGROUND QUESTIONNAIRE

Dear Student,
The items are designed to help in gathering data on how your parents' social and economic status affects how you do well in school. Kindly fill the items below as truthfully as you can. Be assured that the information you provide will not be given away to anybody.
Thank you.

SECTION A: PERSONAL INFORMATION

Kindly tick ( ) where applicable and complete others with the correct information.
   a. Sex: Male ( )   Female ( )
   b. Age in years……………………………………….
   c. Class:…………………………………………………
   d. Your name:………………………………………………….........…………………

SECTION B: SOCIOECONOMIC STATUS

1.   **Father**
      i.   ***What is the occupation of your father?***...
      ii.   ***He works with***
              Government (   )
              Private Establishment (   )
              Owns his Own Business (   )

      iii.   ***What is your father's highest level of education?***
              PhD (   )
              Masters' Degree (   )
              Bachelor's Degree/Higher National Diploma (   )
              National Certificate in Education (   )
              National Diploma (   )
              Senior Secondary School Certificate (SS3) (   )
              Basic Education Certificate (JSS3) (   )
              Primary School Leaving Education (   )
              No Formal Education (   )

iv.   *What is the range of the income earned by your father every month?*
More than N 100,000 (   )
Between N 75,000 and N 100,000 (   )
Between N 50,000 and N 75,000 (   )
Between N 25,000 and N 50,000 (   )
Below N 25,000 (   )

2.   **Mother**
i.   *What is the occupation of your mother?*...
ii.   *She works with*
Government (   )
Private Establishment (   )
Owns herOwn Business (   )

iii.   *What is your mother's highest level of education?*
PhD (   )
Masters' Degree (   )
Bachelor's Degree/ Higher National Diploma (   )
National Certificate in Education (   )
National Diploma (   )
Senior Secondary School Certificate (SS3) (   )
Basic Education Certificate (JSS3) (   )
Primary School Leaving Education (   )
No Formal Education (   )

iv.   *What is the range of the income earned by your mother every month?*
More than N 100,000 (   )
Between N 75,000 and N 100,000 (   )
Between N 50,000 and N 75,000 (   )
Between N 25,000 and N 50,000 (   )
Below N 25,000 (   )

3.   *What type of house do you live in?*
3 Bedroom Flat (   )
2 Bedroom Flat (   )
A Room and Parlour (   )
A Room Apartment ( )