

CHAPTER ONE

INTRODUCTION

Background to the Study

The greatest influence on children's development is their parents (Baumrind, 2000). They act as socializing agents in providing goals and value system from which the child develops various patterns of behaviour. When children are growing up, it becomes the parents' responsibility to give the child an environment that will help him grow into a mature, sensitive and confident person. In some situations, parents adopt care-free attitude towards the learning of their children, even their social orientation, and this has in many instances, caused the low academic performance of children even maladaptive behaviours in their immediate society (Hake, 2009).

Adolescents' refer to young people who are between the ages of 10 and 19 years old. They lie between childhood and adulthood. During adolescence, they go through a number of developmental changes including physical, cognitive and emotional changes which impact an individual's personality and behaviour and may be influenced by parents' socio-economic status. Parents' socio-economic status refers to the economic and social position of a child's parents, measured by factors like educational qualification, occupational status, family size, residential location and social status. Adolescents from lower income families tend to have lower levels of self-esteem, confidence, and resilience, while adolescents from higher income families tend to have higher levels of these traits.

Ndubuisi (2005) opined that parent's dimensions of value placement on their children's well-being or otherwise, significantly affects the child's positive or negative adaptation to his/her society and even the way he/she carries out his/her academic work in school. Many factors contribute directly or indirectly to the personality adjustment of a child both within and outside

the school system. These factors stem from either heredity or environment. Personality refers to the enduring characteristics and behaviour that comprise a person's unique adjustment to life, including traits, interests, drives, values, self-concept, perceptions, abilities and emotional patterns. It embraces moods, thoughts, attitudes, and opinions and is most clearly expressed in interactions with other people. It includes behavioural characteristics both inherent and acquired, that distinguish one person from another and that can be observed in people's relation to the environment and to social group. Many psychologists such as Freud (1952) de-emphasize the significant role of heredity in the total development of the child while underlining the prominence of the environment. The immediate environment (Home) should be made quite stimulating so as to enhance the development of a child's intellect and good personality adjustment. Craft, Allport, (2002), made some contributions to the understanding of the relationship between the child's home background and his personality adjustment in school. Personality adjustment refers to the process of changing or modifying one's personality traits in order to adapt to new situations or environments. This includes factors such as self-concept, self-esteem, emotional patterns, perceptions, and educational achievement. Self-concept refers to the way a person views himself and his identity which includes physical appearance, abilities, beliefs and values which may affect the way he thinks, feels and behaves, which in turn may impact his personality adjustment. Self-esteem is an important aspect of personality adjustment which refers to the extent to which a person feels positively about himself and his abilities. Emotional patterns are the typical ways in which a person responds emotionally to situations, such as anger, anxiety, depression, joy, gratitude. These patterns can be healthy or unhealthy. Perception is the way a person interprets and makes sense of the world around him which includes the way he perceives himself, other people and events. Perception can be shaped by factors such as past experiences, beliefs and expectations which could be positive or negative.

Educational achievement refers to a person's level of education and his performance in school which influences personality adjustment. The goal of personality adjustment is to find a balance among these forces, so as to function effectively in our environment.

A home with a peaceful and loving environment is the backbone of a child's mental health and stability. A child is the product and reflection of the society. While the school runs the formal educational system, the home provides formal and non-formal educational experiences.

The child is like a clean slate at birth and the environmental influences determine what fills the vacuum. This is what Locke referred to as "Tabula Rasa". In other words, whatever the child inherited from the parents may be enhanced or dampened by the kind of environment he/she lives in. Studies carried out showed that the first six years of a child are very important because whatever goes wrong at this stage will have long lasting effect on the child when the child grows up. It is during this early period that the personal characteristics and mental health of the child are established. The child learns how to love and be loved and how to cope with sibling rivalry. Also, it is at this time that the child develops feelings of hostility and aggression if the environment is not conducive. This early socialization process is important because it helps a child adjust to places outside his home.

Psychologists and sociologists like Jersild (2005) believe that if solid foundations are not laid for the acquisition of basic skills when the child is young, learning and personality adjustment becomes a problem later in life as they are often unsuccessful. It has long established that in effective schools where high quality education is provided, there is usually frequent communication between the school and parents and this is mainly positive, such as at award days, parent days and open days, with parents often initiating contact with the school. This should involve parents monitoring efforts on accountability and acting as advisors in school

improvement efforts. This may be achieved by having parents serve on standing and ad-hoc special committees and boards of the school such as special events committee, disciplinary committee and governing board, attend orientation events, demonstrate a positive view of education at home and volunteer in the school. This way, parents get first-hand knowledge of the needs and problems of the school and work co-operatively with the school at resolving them.

When parents possess the necessary knowledge and skills relevant to the school curriculum such parents may serve as information sources, the audience for school academic activities and/or class assistants. There also seem to be evidences to suggest that parental involvement in home work and assignments may improve adolescent's performance in school and has a significant impact on adolescent's personality. It can lead to higher levels of self-concept, self-esteem, emotional patterns, perceptions and educational achievement which can help reduce stress and promote emotional well-being. Also, parental positive and co-operative attitude towards the development of the school has been found to influence positively on children's personality adjustment at home or school. Such parental behaviours are reflected in good attendance at PTA meetings, sending children to school on time, fees are paid on time, children are made to complete homework on time and parents visit the school regularly to monitor the progress of their children.

Statement of the Problem

There are several problems that adolescents face when it comes to personality adjustment. Socio-Economic Factors have been known to have a significant impact on adolescents 'personality including their ability to adjust to different situations. Adolescents from lower socio-economic backgrounds may have less access to resources and opportunities. This can lead to feelings of frustration and anger, low self-esteem which can make it difficult for them

to make positive changes to their personalities. Other common problems include lack of self-awareness, when they are not aware of their own personality traits, it can be difficult to understand how they are perceived by others and to make changes that would benefit their overall well-being. When they are unwilling to change their personality or adapt to new situations, they can become stuck in unproductive patterns of behaviour, lack of opportunities to develop social skills and difficulty at navigating through the transition to adulthood.

Parents from low socio-economic background are poor and the majority of them are unemployed. As a result, they lack the wherewithal to maintain themselves and their children, they fail in their duties to send their children to school. Many of them whose children are in school, do not take adequate care of them because they lack the financial power to foot their children's school bills. This has caused many children whose parents are poor to constantly absent themselves from school, while majority of the children have finally dropped out of school. Some children often work to support their parents because without their help, they would not be able to meet their basic needs. This has caused the children to become socially maladjusted due to lack of socialization with their peers in the school.

Children of the poor may not be properly cared for, for instance, children whose parents are not rich, may not feed well before and after school. Thus, most of them may go to school on an empty stomach, and while in school, they may not pay attention to what is going on in the classroom. A child needs proper feeding to complement social adjustment and cognition (Berkman, Lumeng, & Reedy, 2012). These problems can have a negative impact on adolescents' lives and their ability to adjust their personalities

It is important to find out the relationship between parents' socio-economic status and adolescents' personality in order to understand the potential barriers that some adolescents face when it comes to personality adjustment..

Purpose of the study

The main purpose of this study is to examine parental socio-economic factors as correlates of personality adjustment among school adolescents in Edo south senatorial district of Edo state, Nigeria. Specifically, the study seeks to determine:

1. The correlation between parents' educational qualification and students' personality adjustment status among school adolescents in Edo south senatorial district.
2. The correlation between parents' occupational status and students' personality adjustment status among school adolescents in Edo south senatorial district.
3. The correlation between students' family size and students' personality adjustment status among school adolescents in Edo south senatorial district.
4. The correlation between residential location and students' personality adjustment status among school adolescents in Edo south senatorial district.
5. The correlation between parents' social status and students' personality adjustment status among school adolescents in Edo south senatorial district.

Research Questions

The following research questions will guide the study:

1. What is the correlation between parents' educational qualification and students' personality adjustment status?
2. What is the correlation between parents' occupational status and students' personality adjustment status?

3. What is the correlation between family size and students' personality adjustment status?
4. What is the correlation between residential location and students' personality adjustment status?
5. What is the correlation between parents' social status and students' personality adjustment status?

Research Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance to guide this study:

1. There is no significant correlation between parents' educational qualification and students' personality adjustment status.
2. There is no significant correlation between parents' occupational status and students' personality adjustment status.
3. There is no significant correlation between students' family size and students' personality adjustment status.
4. There is no significant correlation between residential location and students' personality adjustment status.
5. There is no significant correlation between parents' social status and students' personality adjustment status.

Significance of the Study

The findings of this study are anticipated to be beneficial to students, parents, teachers, society and future researchers. The outcome of this study will be of great benefit to students because its findings and recommendations will help them to appreciate that they need parental care and positive values for them to be successful in school and the society at large. The findings of this

study will also be informative enough to help students understand the importance of being more adaptive to parental control and care.

Also, Parents would also benefit from this study because it will enable them to be up and doing in the upbringing of their children if they want them to be successful in both academic and in life. This study will enlighten parents on the best methods of bringing up a child in the home.

Teachers would be beneficiaries of the findings of this study because it will enable them to be more enlightened on how best to train their children in the home and at school, as surrogate parents. They can demonstrate positive traits and behaviour that students can emulate, impact on the personality adjustment of students' through their role in modelling, and make efforts to create a positive learning environment, provide emotional support and guidance to students, promote students' well-being and help them adjust their personalities positively.

The society will undoubtedly, benefit from this study because it will enable the adult members of the society to learn that parental value system has something to do with the child's behaviour and his/her academic success in the school.

Scope of the Study

The study was conducted using senior secondary 3 students in public schools in Edo south senatorial district in Edo State. The study generally covered the level of relationship between parental socio-economic status and adolescents' personality adjustment in eleven (11) selected senior secondary schools in Edo south senatorial district. Specifically, it covered the determination of the relationship between parents educational qualification and adolescent personality adjustment, the determination of the relationship between parents occupational status and adolescents personality adjustment, investigation of the relationship between family size and personality adjustment of adolescents, the investigation of the relationship between residential

location and adolescents personality adjustment as well as the relationship between parents social status and adolescents personality adjustment.

Delimitation of study

The following are delimitations of the study

1. Only senior secondary students three (SS3) were used as respondents.
2. Only public schools in Edo South Senatorial District were used for the study.

Definition of Terms

Operational definitions of terms were appropriately provided in this study.

Academic Performance: This refers to the level or rate at which students in school perform in their academic career. It also shows the level at which students carry out their school works at a given period of time and the result of it and in this study it is influenced by a variety of factors, including socio-economic status, personality traits, emotional skills, social capabilities and the ability to adapt to different academic demands.

Personality Adjustment: This is used to describe personal adequacy, self-fulfilment, psychological maturity and the ability to interact with one's environment or it could be said to be how well a person's personality traits fits with the demands and expectations of their environment.

Socio-Economic Status: This refers to a person's social and economic position in the society which is based on income, education and occupation.

CHAPTER TWO

LITERATURE REVIEW

This chapter deals with review of literatures related to this study. This will be done under the following sub-headings: conceptual framework, theoretical framework, empirical studies and summary of literature review.

Conceptual Framework

The conceptual review of the relevant literature would be framed by structural representation in figure 1 below.

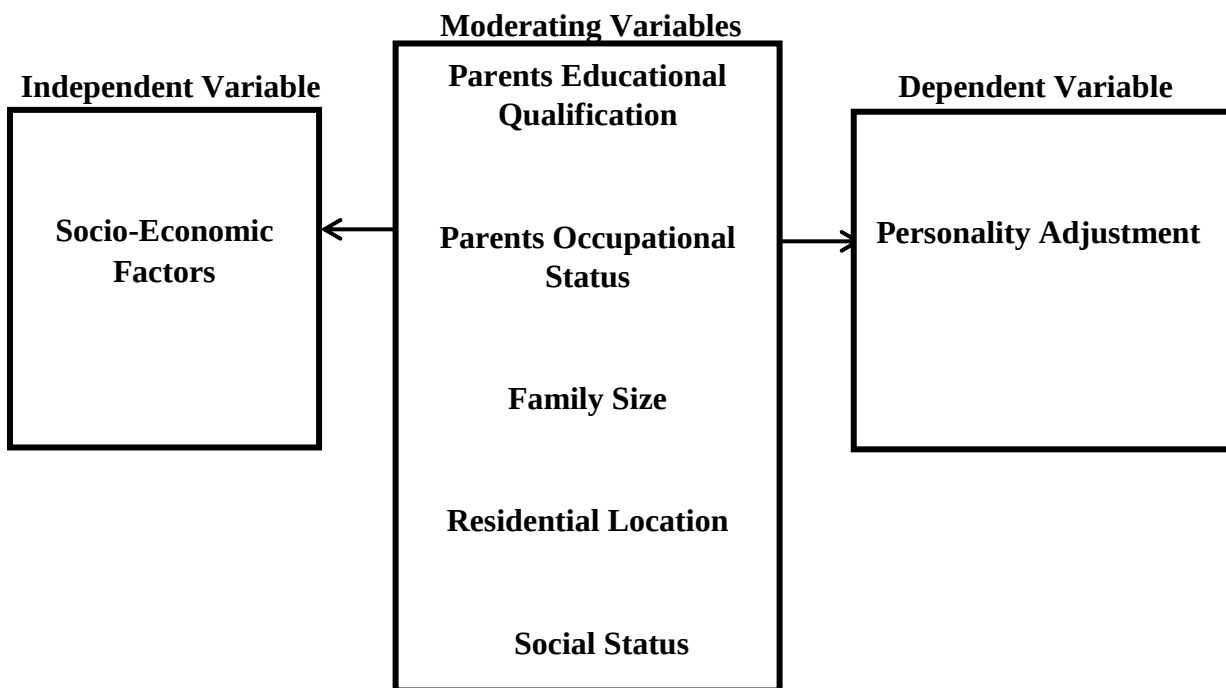


Figure1: Conceptual Model of the Study

Source: Designed by the Researcher

As shown in figure 1, the independent variable of this study are Socio-economic factors, the moderating variables are parents' educational qualification, parents' occupational status, residential location, family size and social status while the dependent variable was illustrated as personality adjustment. The conceptual model suggests that the socio-economic status of parents can influence various aspects of an adolescent's personality adjustment. The model proposes that the economic resources, opportunities and social environment provided by parents can shape the development of an adolescent's personality and subsequent adjustment. The above variables are interrelated and interdependent. Adolescents from lower socio-economic status tend to have more difficulty adjusting their personality to different situations.

Concept of socio-economic status

Socio-economic status is one of the contributing factors of economic trends where there are disparities in income distribution (Hiilamo, 2014; Van Deurzen, 2015)

Socio-economic status (SES) is a multifaceted concept used to assess an individual's or a group 'position in society based on various economic and social indicators. It is an economic and combined total measure of a person's work experience and of an individual's or family's economic access to resources and social position in relation to others. Socio-economic status is usually broken into three categories;

1. High socio-economic status (often correlating with upper class)
2. Middle socio-economic status (often correlating with middle class)
3. Low socio-economic status (often correlating with working-class or poor)

It encompasses factors such as income level, occupation, educational qualification, family and social support, wealth, access to good nutrition and social standing, providing a comprehensive understanding of social and economic inequalities. Income is a critical component of socio-

economic status, reflecting an individual's or household's financial resources and economic well-being. It includes wages, salaries, investments, and government assistance. Higher income levels generally indicate a higher socio-economic status, offering individuals greater access to material resources and a wider range of opportunities (Breen & Goldthorpe, 2019).

Occupation also plays a significant role in determining socio-economic status. Different occupations have varying levels of prestige, income potential, and job security. Higher-status occupations, such as doctors, lawyers or CEO'S (Chief Executive Officers) are associated with higher socio-economic status. Middle-status occupations such as office managers, electricians, sales managers, while lower-status jobs, such as manual labour or service industry workers, tend to be linked with lower socio-economic status (Hout, 2012).

Education is another key factor influencing socio-economic status. Individuals with higher levels of education often have better employment prospects and higher incomes, contributing to an elevated socio-economic status (Driessen, 2019). Education not only enhances job skills and knowledge but also provides opportunities for social networking and social capital, which can positively impact socio-economic status (Diemer, 2017).

Social standing, or social class, refers to an individual's position in the social hierarchy. It is influenced by various factors, including family background, cultural capital, and social networks. Social standing affects access to resources, opportunities, and social connections, thereby shaping socioeconomic status (Lareau, 2015). The concept of socio-economic status is crucial for understanding social stratification and inequality within a society. Higher SES is associated with a range of advantages, including better healthcare, improved housing conditions, and greater political influence (Adler & Stewart, 2010). Conversely, lower SES is often linked

with limited access to resources, reduced educational and employment opportunities, and an increased risk of poverty and social disadvantage.

Socio-economic status is not only determined by individual characteristics but is also influenced by structural and systemic factors. Historical and on-going social, economic, and political processes contribute to the creation and perpetuation of disparities in socio-economic status (Wilson, 2012).

Factors such as discrimination, institutional biases, and unequal distribution of resources can further exacerbate socioeconomic status inequalities (Oliver & Shapiro, 2013). The measurement of socio-economic status varies across studies, with different indices and scales used to capture its multidimensionality. Commonly used indicators include income-to-needs ratio, educational attainment, and occupational prestige. These measures allow researchers to examine the relationships between SES and various outcomes, such as health disparities, educational achievement gaps, and social mobility (Braveman , 2011).

Understanding socio-economic status is essential for developing effective policies and interventions aimed at reducing inequality and improving social well-being. By identifying individuals and groups with lower SES, policymakers can target resources and interventions to address specific needs and promote upward mobility (Chetty, 2014). Additionally, understanding the mechanisms through which SES affects outcomes can help inform strategies to enhance social equity and create a more just society.

In conclusion, socio-economic status is a complex and multifaceted concept that incorporates factors such as income, occupation, educational qualification, family size and social standing to assess an individual's or group's position in society. It provides insights into the distribution of resources, opportunities, and social advantages within a population, highlighting

the existence of social stratification and inequality. Understanding socio-economic status is crucial for addressing disparities, promoting social mobility, and designing policies that enhance social well-being and equality.

Measures of Socio-Economics Status

According to Vyas and Kumaranayake (2006) standard economic measures of socio-economic status use monetary information such as income or consumption expenditure. Income is related to socio economic status through structural factors. Income is normally defined as pre-tax wages from one's occupation. Galobardes (2006) stated that income can be measured at the individual level but it is more commonly measured at the household or family level, which consists of the combined income of all the household or family members, respectively. It may also be measured in relation to the level of poverty (Lynch and Kaplan 2000).

Economists, suggested two or more variables, that is, expenditure and debt as a measure of family's socio-economic status (Gaur, 2013). Study by Onwujekwe, (2006) used consumption expenditure with socio economic status. Other studies also associated consumption expenditure with socio- economic status of households (Fiorito, 2010) and the socio economic status was explained by consumption expenditure at household level (Kamakura and Mazzon, 2013). The household indebtedness is also affected by the socio-economic status (Kyriopoulos, 2016) and should be additionally considered when assessing health effects of socio-economic status (Munster, 2009).

Socio-economic status and personality:

Psychology does not regard personality as a passive entity but as dynamic character of the individual which finds expression through his conduct and activities (Dennis Coon, 2007). Socio-economic status is defined by differential access to economic and social resources that can both affect (Jonassaint, 2011) and be affected by personality (Damian, Su, Shanhan, Trautwein,

& Roberts, 2015). An individual's personality measured in high school can better predict future socio-economic success than their parent's socio-economic status (Damian, 2015)

Shen and Takeuchi (2001) found that socio-economic status had a direct significant effect on the severity of depression. Kim (2002) was shown that some of socio-economic and demographic characteristics of respondents were directly related to the mental health status. One important claim was made by Fatima, Tanwir, Mann, and Saboor (2009) that high educational qualification leads favourable attitudes towards modern pattern of personality formation. They also suggest that without parental collaboration, it is impossible to coordinate the teaching being conducted at home and at school. Parents having high socio-economic status provide freedom to their children to discuss with them the issues relating to all important matters in their daily life and it influences the better personality development of children. Ordu, S. N. (2009) found that there was no significant correlation among socio-economic status and personality type.

Markus Jokela, M., and Keltikangas-Järvinen, L. (2011) argued that low occupational status and income were associated with high depressive symptoms particularly in individuals with high neuroticism or harm avoidance, and with low extraversion or reward dependence. High persistence also strengthened the negative association between income and depressive symptoms. Authors again claimed that the mental health risks of low socio-economic status may therefore be most potent among individuals who are sensitive to negative and threatening stimuli. Savita, Duhan, and Balda (2012) indicated significant differences in personality of adolescents on the basis of family's monthly income, educational qualification of parents and caste of the respondents. Adolescents on the basis of family income and parental education differed significantly on their boldness, guilt proneness, leadership, maturity, mental health, self-control, self-sufficiency and tension level.

The inequalities on the per capita household expenditure and the per capita annual household income have the predictable disparities in the socioeconomic status (SES) of the urban and the rural people and among the people living in the same area. The disparities in the socio-economic status among people in the country have the foreseeable impact on the development of self-esteem and later the academic achievement among adolescents (Twenge & Campbell, 2002). As socio-economic status has been identified as one of the most used contextual variables within research on development of self-esteem and later academic achievement (Veselska , 2010; Sirin, 2005).

Mruk, (2019) defined self- esteem as an attitude or feeling toward oneself concerning his or her worth as a person, which was then called as worthiness. In the case of high self-esteem, for instance, he said an individual feels that he or she is “a person of worth”.

Among socio-economic factors, family income seems to be most related to self-esteem among adolescents (Birndorf , 2005) and adolescents who perceived their family as poorer than their friends were less likely to have greater self-esteem (Bannink, 2016). Parents that have low or high status of occupation cannot affect the self-esteem of the students. Student’s self-esteem is not depending to the work of their parents (Moneva, 2019; Khan, 2020). Similarly, (Sahin, 2013) investigated that parental education qualification positively affects self-esteem of adolescents and also found that parental education qualification positively influences self-esteem of adolescents at school.

However, the gap still persists on self-esteem among adolescents due to differences in their SES globally (Pamar, 2014; Erol & Orth, 2011). At the period of adolescence age, the self-esteem of adolescent undergoes changes influenced by SES indicators. Moreover, the adolescent undergoes important changes and development of lifelong behaviour and perceptions, beliefs, values, and practices (Veselska, 2010). They also encounter struggles

with the developmental tasks of establishing an individual identity, accepting development and changes in physical characteristics, learning skills for a healthy behaviour (Susman , 2003).

Socio-economic status and academic achievement:

The positive correlation between socio-economic status and academic achievement persists from childhood to adolescence and is consistent across races (Mpofu, Aikens & Barbarin, 2008). Xin and Klinger (2000) revealed that socioeconomic status (SES) and native ethnicity were significant predictors of academic achievement. Economic capital can be used in pursuit of other forms of capital; for example family income can be used to pay for organized after-school activities, to access elite educational opportunities, or to build up valuable social networks (Lareau, 2011). Children from disadvantaged backgrounds are constrained by the financial resources they and their family possess (Crosnoe and Cooper, 2010).

The factor of school size and parental involvement significantly affected only the relationship between achievement and individual socio-economic status. Existing literature in this field suggests that the children's initial reading capability is largely associated with the home literacy surroundings, the number of books owned and parents (Barbain & Aikens, 2015). However, parents from the low socio-economic status groups may be powerless to meet the expense of resources such as books, computers, or tutors to produce this helpful literacy environment (Orr, 2003). Children from low socio-economic families enter high school with average literacy skills five years behind those of high-income students (Reardon, Valentino, Kalogrides, Shoes, & Greenberg, 2013). The success rate of low-income students in science, technology, mathematics, is much lower than that of students who do not come from underrepresented backgrounds (Doerschuk, 2016). The factor of school size and parental involvement significantly affected only the relationship between achievement and individual socioeconomic status. Parents

with higher socio-economic status are in a better position to improve the academic activities of their children as compared to parents with low economic status (Cowen, 2011).

Okafor (2007) results revealed that students from low socio-economic status households are bound to academic underachievement. Zahyah (2008) focused on two aspects of family socio-economy, that is, mothers and father's educational qualification and reading materials in the home. The findings revealed that both parents' level of education and reading materials available in the home were related to children's academic achievement. Children with high socioeconomic status are more at risk of depletion, grade and mathematics problems than children from low-status families (Agboola & Tsai 2012). Makewa, Elizabeth, and Otewa (2009) revealed that socio-economic status affect the academic performance of students. Martha (2009) revealed that there was a significant relationship between parent's social economic status and academic performance. Martha (2009) also suggests that parent's social economic status is important because parents provide high levels of psychological support for their children through environments that encourage the development of skills necessary for success at school. According to Castillo, Ruiz, Chillón, Jimenez-Pavón, Esperanza-Díaz, Moreno, and Ortega, (2011) parental educational and occupational levels were positively associated with all specific cognitive abilities and the overall score. These findings suggest an association between parental educational/occupational levels and cognitive performance and support the parents' role in the creation of a stimulating intellectual environment.

A student's social ability and language style, as well as attitudes towards school curriculum and teachers, may differ according to social class origin (Barone, 2006). Yang (2003) for example, found that the possession of a set of household items may be used as SES indicators. Despite variability and limitations in the measurement of SES, its association with student performance has been demonstrated in numerous studies (Sirin, 2005).

Jabor, Machtmes, Kungu, Buntatand, and Nordin (2011) revealed that there were statistically significant differences in science GPA (grade point average) scores between parent educational statuses. Parents play an important role in their children's learning.

Shah, Atta, Imran, Qureshi, and Shah (2012) reported positive and strong correlation between socio-economic status and academic achievements of the children. Teodor (2012) presented a different view with respect to socio-economic status and academic achievement. He affirmed that school performance influenced by the hours spent learning, free time, the presence of siblings in the family and the family home place, all of which are metrics for the socio-economic status. Zhao, Valcke, Desoete, and Verhaeghe (2012) suggest that individuals from an advantaged family will achieve higher in school with a higher family socio-economic status than students who are enrolled in schools with a lower and average family socio-economic status. Socio-economic status plays a complex role in the analysis of academic success. He claimed that SES is related to scores on standardized admissions tests as well as performance on achievement surveys like the National Assessment of Educational Progress and to other academic measures, including high school grades (Zwick, 2012).

Parents' educational qualification and adolescents' personality

Education is a primary need in this time of globalization. Education not only gives insight, also grooms the personality, inculcate moral values, add knowledge and give skill. Education is necessary owing to the nature of competition. In every area, highly qualified people are needed. Battle & Machel (2002), indicated that in this era of globalisation and technological revolution, education is considered as the first step in every human endeavour. It plays a fundamental role in the development of human capital and is linked with an individual's wellbeing and opportunities for better living. Education is also the process through which individuals are helped to develop

their inbuilt potentials to enable them function effectively and contribute their quotas in any society they belong. It is exclusively used for the development of human beings in the cognitive, affective, psychomotor and psycho productive domains. It also involves a desirable approach in human behaviour through the process of teaching and learning (Kingdom and Maekae, 2013). It sorts people according to differences in value abilities, channels them into streams of training that develop their skills, and helps them to aspire to various roles that are keeping with their talent.

Farooq, (2011) exposed that socio-economic status (SES) and parents education have a significant effect on students overall academic achievement as well as other achievements. The high and average socio-economic level affects the performance more than the lower level. It is very interesting that parent's education means more than their occupation in relation to their children's academic performance at school. Jabor, Machtmes, Kungu, Buntatand, and Nordin (2011) revealed that there were statistically significant differences in science GPA (grade point average) scores between parents' educational statuses. Parents play an important role in their children's learning.

According to Femi Ogunshola, and Adewale (2012) parental socio-economic statuses and parental educational background did not have significance effect on the academic performance of the students. However, the parental educational qualification and health statuses of the students were identified as statistical significant effect on the academic performance of the students.

Home is the first school for a child where he/she is taught the basic norms and values by the parent before the child leaves for the formal education. Safe and conducive environment coupled with adequate learning facilities would help to boost the intellectual and academic capability of the child. Well educated parents would always have the right attitude towards education and

provide learning materials such as television, videotapes, novels books, and journals that could facilitate the learning process. The motivation of any intelligent child towards learning is being accelerated by the positive influence of his/her environment while others who lack motivation are negatively affected. SavitaDuhan and Balda (2012) reported that adolescents, on the basis of family income and parental education differed significantly on their boldness, guilt proneness, leadership, maturity, mental health, self- control, self- sufficiency and tension level.

Parents are the first teachers of their children. In the light of this, parental education influences student's academic performance. Ahmad (2013) suggested that children from families where parents have less education tends to perform systematically worse in school than students whose parents have more education. To him, educated parents provide intellectual, economical, psychological and emotional support to their children who in turn make them to be more comfortable and adjust to their learning development, and this result in high academic performance. Musarat (2013) found out that there is relationship between parental education and students Grade Point Average (GPA). To him, those students from educated parents have better GPA. than those from uneducated parents. He also pointed out that mother's education has significant influence in students' GPA. Students whose mothers are highly educated have scored high GPA. Also Femi (2012) came up with the result that the mean scores of students from educated parents were high than scores of students from uneducated parents. Therefore, parental qualification has significant effects on students' academic performance.

Ahmad (2013) stated that a parent with an educational background would be in good position to be second teachers to their child. And even to guide and counsel the child on the best way to perform well in education. And provide necessary materials needed by the child. This motive also supported by Musgrave (2000), he said that those children from educated parents always

like to follow the footsteps of their families and by this, work actively in their studies. It is also supported by Ekber (2013) in his research conducted on the 691 undergraduate senior students being trained at the University of Suleyman Damirel. He found out that a parent with high education provide a most conducive environment for their children to study. Parents' educational qualification continues to draw the attention of many researchers, educationist, parents and administrators for the role it plays in influencing students' academic performance.

Suresh (2012) indicated that students from parents with high educational qualification score high tests in school. Highly educated parents dedicate a lot of time, energy, and money to help their children to perform well in academic activities. Educated parents assist their children to do homework given to them by the school and even prepare timetable for the children to follow in relation to their school works at home, and make sure they abide by it. They also provide more activities related to the academic development of their children to utilise the time available at home (Suresh, 2012).

Oladeji, (2007) affirmed that parents with high literacy level are always conscious and know when to reduce the house chores of their children so as to enhance their performance in school. By virtue of their educational background, they involve fully in their children' learning development. They also keep in touch with the school authority about progress or otherwise of their children's education. However, parents with high educational qualification always try to provide learning materials for their children that in turn facilitate their learning. They even communicate with school authority about the progress or otherwise of their children's performance. On the other hand, the students from parents with lower educational qualification perform academically low. Children from parents with primary and secondary certificate have low academic performance compared to children from parents with diploma, degree, master and

Ph.D. It is proved that most of the parents with lower educational qualification give less emphasis to their children's education as compared to parents with high educational qualification. Rothstein & Hill, (2004) opined that children who rose by parents with higher educational qualification are more inquisitive towards learning compared to those children from lower educational qualification parents. Musarat (2013), Ifelumi (2014), Kristin (2014).

Children who perceived their parents as loving, accepting, encouraging and less controlling' behavioural and psychological, less hostile perform better in school and feel more competent. When the parental involvement in educational process is high; students get higher grades, graduation rates are high, better school attendance is realized, increased student motivation to self-driven academic orientation is realized (Hountenvilli and Conway 2008).

Parents with distinct social and literacy circumstances seek to cultivate their child and use efficient ways to improve their self-esteem (Azizollah, 2013). The effect of self-esteem and support for the performance of learners is favourable and less substantial, but self-esteem is powerful and more important (Shahzad, Ahmed & Jaffari, 2012). Low self-esteem should be taken to the parents who came from low rate of educated families to insert effort to increase the self-esteem of students (Sahin, Barut & Ersanli, 2013).

Parents' occupational status and adolescent' personality

Occupational prestige is one of the components of socio-economic status. It encompasses income and educational attainment. Occupational status corresponds to the educational attainment of an individual through which obtaining better job and retaining better positions become inevitable. It consequently becomes an indicator and measure of social position/status in a society, hence describing job characteristics, decision making ability, emotional control and the psychological demands on the job (McNeal, 2001). Parent's occupation is the most important

obligation of the parents and should have a privilege to have a suitable work to raise their children. Student's self-esteem is an important aspect of the personality of the person. It can also predict the achievements of their children.

Meanwhile, students' self-esteem is an important aspect of personality of the person. Self-esteem is the basis of the person's confidence. It could be high as well as low. A student that has high self-esteem tends to be more confident and aware of their self-worth. While low self-esteem, on the other hand have low self-confidence. Self-esteem is the root of student's experience to be competent and cope with the basic challenges in life. Parents who have low status of occupation can affect the self-esteem of the students. When Students lose their self-esteem, they may lose motivation in leaning. By building high self-esteem to the students is most important in learning and parents can ensure that students will not get affected to the criticism from other people despite the occupation of their parents. According to Usaini & Abubakar (2015) parents occupation has a big influence on the students especially to their achievement, because of the confidence that they can take towards the occupation of their parents. (Walter, 2015) high level of occupation of the parents is the best indicators leading to the performance of the achievement of the students often attributed to their progress. Noted that .99% of the students agree that occupation of parents level influence students' self-esteem and academic performance.

Azizollah (2015) stated that the most important factor in students' performance is self-esteem. Occupation of parents affects students' performance in their academics (Omalde, Kassim, & Modupe, 2014; Odoh, Ugwuanyi, Odigbo & Chukwuani, 2017). But, parent's occupation has adverse impact of the academic motivation of learner's success. Students from parents with high occupation level performed better compared to those students from low and middle occupation level of parents (Walter, 2018). Parents who have informal jobs who are mainly self-employed with job without a guarantee to turnover cannot afford to spend a great deal of time on their

children (Usaini & Abubakar, 2015). Highly educated parents with high or low occupation level had better outcomes compared to their peers whose parents had low educational and occupation level (Gulada, Chillon, Ruiz & Pavon, 2011). There is a positive connection between educational and occupational levels of father and mother (Aigha, Majdi, Aljefri, Ali, Alagha, Elhamed & El-denwi, 2017). Family socio-economic status of parent's state the father's education, occupation and income affect children's performance (Das & Sinha, 2017). Parents occupation identify the parent's ability to finance the academic performance also (Gabriel, Muli, Muasya, Moanga & Mukhunguku, 2016). A positive impact of the occupation of parents on the financial capacity of the students and their family relationship was observed (Khan, Ayaz, Ghazi & Khan, 2017). To provide a proof those learners whose parents belong to highest occupation status may have a better degree than their counter parts whose parents belong to the lowest occupation status (Omalde, Kassim & Modupe, 2014). Occupation of parents and family earnings are the most important variables affecting the growth of children (Akbar, Shah & Anwar, 2014). Families with high occupation level are more likely to recognize and support their children with their homework and aspire to a good career (Al-matalka, 2014). Parents with better work and higher education tend to have a higher education level and performance to their children (Rabo, 2014). Parents occupation status and academic performance has a significant relationship, it is proved that higher income of parents can give better performance on students' performance (Memon, Joubish & Khurram, 2010). Students show delinquency when their parents are unable to meet their financial needs, because their parents lack of sufficient income and good jobs to give a high quality of education for their students (Ekpo & Ajake, 2013). Self-esteem as a human personality has a connection with important human success, failures and frustration (Doodman, Zadeh & Changizi, 2017). Students will certainly enhance their self-esteem, because they will be proud to be associated to the opportunities for their

growth (Ahmad, Zeb, Ullah& Ali, 2013). It can be concluded that self-esteem has greater beneficial impact on student's accomplishments (Priyadharshini & Relton, 2014). Two correlating factors supporting one another are self-esteem and academic achievement, there is no doubt that low self-esteem could have contributed to poor academic performance (Neoh, 2018). The connection between self-esteem and academic achievement is one that is considered a well-known fact (Arshad, Zaida &Mahmod, 2015). Several studies have shown an important connection between self-esteem and academic achievement among learners that self-esteem is a strong predictor of academic achievements for learners (Aluvijeh, Rajati, Limoe &Jalilian, 2018). Students with a degree of self-esteem are more effective in finishing assignments and academic achievements and more resistant to life issues and problems (Alavijeh, Rahimi, Matin & Jalilian, 2018). Self-esteem is correlated with greater stress concentrations to the general populations and has more grade achievements (Alyami, ullah, &Jaffari, 2012). Various limitations affect the relationship of anxiety, performance and self-esteem among learners, such as their family background, including their parents financial and educational level (Ntemsia, Triadafyllidou, Papageorgiou &Roussio, 2017).

Occupational statuses of parents have some influence on the academic performance of children. Hill, Castelino, Lansford, Nowlin, Dodge, Bates and Pettit (2004), pointed out that children from families with low socio-economic status are at a greater risk of hunger, homelessness, sickness, physical and mental disabilities, violence, teen parenthood, family stress and educational failure. Students from low socio economic background that encounter these environmental factors are four times more likely to have learning disabilities than students from high socio economic background while a combination of these environmental factors accelerate academic success. A student, who has not eaten for days and has clothes that do not fit, cannot maintain focus in a classroom. Also Memon, Muhammad and Muhammad (2010) revealed that there is significant

relationship between parental occupation, status and students' academic performance.

Skill, authority, and economic control are singled out as the basic resources which differentiate occupations because these are the fundamental aspects of power as they provide the crucial means to the achievement of desired goals. But the more powerful an occupation, the more important it is that it be performed well, since the consequences of competent or incompetent performances are more telling for such occupations. For example, if a garbage collector does his job poorly, little is lost but if a surgeon is incompetent a life can be lost. Or, similarly, if a chain store manager makes a poor business decision it may cost a firm a few hundred or at the most a few thousand dollars; but a poor decision on the part of a major executive can run into millions. Consequently, the more powerful an occupation, the greater the incentive to attract competent personnel. And since the basic mechanism for inducing people to perform tasks is to reward them, it follows that the most powerful positions will be the most highly rewarded.

Occupational prestige is the subjective evaluation people give to jobs. To determine occupational prestige, sociological researchers typically ask nationwide samples of adults to rank the general standing of a series of jobs. These subjective ratings provide information about how people perceive the worth of different occupations. People tend to rank professionals, such as physicians, professors, judges, and lawyers highly, with occupations such as electrician, insurance agent, and police officer falling in the middle. Occupations with low occupational prestige are maids, garbage collectors, and shoe shiners. These rankings do not reflect the worth of people within these positions but are indicative of the judgments people make about the worth of these jobs (Anderson, 2017). Therefore, if an occupation is more authoritative and commanding, it requires a stronger zest and zeal to commit to it and work towards accomplishing it. Academic development of the student is the primary concern and the most important goal of

education. Not that other aspects of educational objectives should be ignored but the fact remains that academic achievement is the unique responsibility of all educational institutions established by the society to promote a wholesome scholastic development of students. Academic achievement of an individual is so far considered to be influential partly by his ability to adjust to his environment, partly by his special abilities, intelligence and aptitude which are integral parts of his personality and partly by the intensity of drives and motives which serve as the impelling force for his activities (Saini, 2010).

Family size and adolescents' personality

Family size is the number of household members comprising children and the head, irrespective of wherever they live (Kamuzora & Mkanta, 2013). The size of the family could be one of the important determinants of the welfare and health of the individual, the family and the community as well as the country (Nigeria) at large (Hyeladi, Alfred &Gyang, 2014). A woman's family size is said to be the number of children she has at the end of her child-bearing years. The number of children a woman actually does have could be different from the desired number that she would like to have (Habiger, 2007; Okolo, N. C &Okolo, C. A., 2013). Family size preferences stand as a "silent norm" guiding married couples on the number of children they are expected to bear. Thus, this trend influences the decisions of couples to the extent of having more children than they generally can cater for. This is not without its consequences like decrease in the standard of living, childhood nutritional deficiency, lack of education, increasing crime rate, overcrowding among others. Family size is an important population, socio-economic and reproductive health issue globally (Hyeladi, Alfred &Gyang, 2014; Arthur, 2005; Sam, Peltzer & Mayer, 2005; Ajao, Ojofeitimi, Adebayo, Fatusi & Afolabi, 2010).

In Nigerian context, marital fulfilment has a lot to do with childbearing. Studies have shown that marital satisfaction and childbearing have a sort of mutually reinforcing linkage (Adesola, 2012). Credence is further lent to the fact that in Africa, most couples desire to have more children probably as a source of honour, wealth and prestige (Thompson, 2001). These incidentally have some profound implications for family size compositions. Family size could be considered large or small, ideal or actual. Depending on the family in question, every family size decision and reproductive health behaviour are naturally laced with some consequences (National Population Commission of Nigeria and Health Policy Project, 2015; Hyeladi, Alfred &Gyang, 2014; Arthur, 2005; Adebayo, 2012; Li, Wi, Dow &Rosero-Bixby, 2014; LeGrand&Mbacke, 2003; Sahleyesus, 2005; Kaur, 2000; Yidana, Ziblim, Azongo, &Abass, 2015).

The family which constitutes the primary point (foundation) upon which society is formed (Scott & Gordon, 2006) varies in size and form exists in various notions and is determined by numerous factors, such as cultural (norms and values), socio-economic condition, and political factors. As the major reproductive unit, the family produces new members and their upbringing in the society through socialisation. The capacity of the family to cater for the new members or children is a function of the resources available and accessible (Jennings & Barber, 2013). The status of the new members of society are drawn from that of their family, thus a poor family yields poor children (Sahleyesus, 2005). As a result, this affects the status of the society in general.

There is documented evidence of influence of family size on students' academic performance in various subjects in school (Odok, 2013). The studies of Odok (2013), and Eamon (2005), attest that small family sizes are linked with higher educational attainment. Family size in the context of this study refers to the total number of children in a child's family

in addition to the child himself. Large numbered families whether rich or poor are difficult to maintain, they are characterized with a high number of children, rowdiness and this does not create convenience for learning. They also create in the upbringing of children some identified problems such as feeding, poor clothing, insufficient funds, and lack of proper attention for children, disciplinary problems and malnutrition which impact negatively on children's academic performance. Eamon (2005) stated that students with relatively small size families performed better in verbal and non-verbal tests, than students from large family size in the same test. This according to him is because students from large families have less frequent interactions with adults. Similarly, parental attention by parents decline as the number of siblings increase and latter born children perform less well than their earlier born siblings. Bysenk and Locksoh (2011), affirmed that, most extroverted students come from smaller homes and that they adjust more easily to school environment, can express themselves easily in the classroom therefore, they achieve a greater academic performance as opposed to introverted students of larger family size. Booth and Kee (2006) confirmed that students from larger families have lower levels of education and also perform poorly in academics. However, Powell and Stellman (2010) and Van-Ejick and DeGraaf (2012) argued that students' academic attainment depends on inputs of time and money from their parents, the more children there are in family the less of both inputs. These inputs are not money alone, but other essential things like attention, resource dilution and so on. The family type that a child comes from either monogamous (nuclear), polygamous, divorced parents, re-married parents, single parents, or step-parents usually has an impact on a child's academic performance. The nuclear family consists of two parents and children. It is held in esteem by society as being the ideal in which to raise children. Children in nuclear families receive strength and stability from the two parents' structure and generally have more opportunities due to financial ease of two parents. Almost 70% of students live in nuclear

families and statistics have also shown that students from such families tend to fare better on a number of cognitive, emotional and behavioural needs. Single parent's family consists of one parent raising one or more children on his/her own. Most times it involves a mother with her children, although it involves only fathers as well in some cases (Gabriel, 2013). Billings (2012) stated that such students become delinquent because they are most often deprived of security, protection and love that should come from both parents and these impacts negatively on academic success of the child or children. Stone (2012) asserted that students from single homes are more likely to show to a great extent, the effect of under nourishment, illness, insufficient rest as well as negative attitude towards school, which manifest in infancy, which is a factor that can affect achievement and performance negatively. In the same vein, Kessler (2013) blamed poor academic performance to another family type known as step family. Individuals who divorce most times choose to remarry. This type of family constitutes two separate families merging in to one unit (a new husband and new wife and their children from previous marriage or relationship). Students from such families most often become depressed and would want to compensate themselves in acts of unrest and might go astray and loose academic focus. This is because the atmosphere at such homes is not likely to be conducive for the students to make decisions of their own. Perry (2009) observed that students of female- headed families (single mothers) are at a greater risk of poor academic achievement, because of mothers having very low income and inability to provide the basic needs of the students which becomes responsible for poor achievement of the students; but that poor performance could also occur even when income level is controlled.

According to Hyeladi, Alfred and Gyang (2014), there is a strong relationship between family size and poverty levels. Large family size has a negative effect on the health of the mothers (Alam, 2012) and household food security (Adebayo, 2012). In terms of students access

to qualitative basic life-sustaining goods like food, shelter, clothing, healthcare, education among others, family size is largely a determinant factor (Li, Wi, Dow & Rosero-Bixby; Sam, Peltzer, & Mayer, 2005). It has been noted with a disturbing concern by LeGrand and Mbacke (2003) that large family size, preference, decision and status connects to poverty, deviance and illiteracy. The larger a family is, the more resources it would need for proper upkeep of its members. In other words, having a large family can have negative effects on the health and well-being of both parents and children (Ushie, M.A. Enang, & Ushie, C.A., 2013). Grossly, large family size desirability among a significant number of people has the potency to increase population growth as alluded to by Safdar, Sharif, Hussain and Arasheed (2007). In comparison with smaller families, large families tend to have more closely spaced births with more dependents and less time for a mother to recuperate between births. Consequently, mothers and children of these growing families may be at risk of nutritional deficiency or other negative health outcomes (Wu & Li, 2012; Magvanjav, Undurraga, Eisenberg, Zeng, Dorjgochoo, Leonard, & Godoy, 2013).

Furthermore, parents have limited resources to distribute among their children such that the ones available to each child are reduced as family size increases (Sahleyesus, 2005). For example, parents may invest less in a child's education when they have an unmanageable large family size. Additionally, larger families may "reduce parental emotional investment" in each child which can impede social and emotional growth and development. These negative consequences are likely if one or more of the births are unintended (Barber & East, 2009). From the foregoing several research studies conducted on family size preference, it is obvious that desiring large family size is not a celebrated phenomenon in this 21st century in Nigeria. The desirability of a large family size is not without the interplay of some underlying key of socio-economic factors. A couple of scholars have noted the impact of income (Yidana, 2015), occupation (Li, Wi, Dow & Rosero-Bixby) and religious affiliations (Adesola, 2012; Kinfu,

2000) on rising family size preferences, while others have linked the phenomenon to parental influence (Murphy & Knudsen, 2002).

Alaba, Olubusoye and Olaomi (2017) noted a variation in the family size preference among urban and rural dwellers. Also, among many determinant factors influencing family size preference is the educational status of couples (Dibaba & Mitike, 2016; Alaba, Olubusoye & Olaomi, 2017) which has a lot to do with women empowerment towards the use of family planning techniques and family size predisposition (James & Isiugo-Abanihe, 2010). Highly educated women have smaller family size than uneducated ones (Okolo, N. C & Okolo, C. A., 2013). Socio-culturally, religious beliefs and doctrinal practices (Yidan, 2015) influences the choice of family size preference among some people. Other factors that jointly or independently influence family size preference among couples include age of husband, age of women at marriage, work status of women and fertility, son preference, geographical location, place of residence, consanguineous marriages, fertility intention (ideal family size), child mortality, polygyny, husband/wife's desire for more children, wealth index and marital duration (Kamal & Pervaiz, 2011).

Residential location and adolescents' personality

While growing up, the child spends most of his time at home, and the type of environment he or she is brought up may hamper their cognitive development. In order to help a child grow in good health, parents should come into the picture in shaping the child's character and frame of mind. Education not only gives insight, also grooms the personality, inculcate moral values, add knowledge and give skill. Mangle (2007) studied learning from multi-dimensioned perspective and found students' aptitude, interest, home environment, peer's interactions and nature of learning materials has significant influences on students learning.

Parveen (2007), Codjoe (2007) and Muola (2010) unanimously reached to the conclusion that home environment is the most influential factor among all the mentioned factors. It is the first institution where a child starts to learn, and mother is the first teacher for the baby, while the role of peers is performed by the other members of the family.

"Home environment" is not an abstract concept. It is the combination of physical and psychological environment. First one includes rooms, basic facilities such as water, shelter, clothes, food and other physical needs of the individuals, while the psychological environment of home includes the mutual interactions of family members, respect, say in family matters and such other things. Both the aspect has a direct and significant influence on the overall development of adolescents (Mukama, 2010, Muola, 2010). There are certain influential factors which influence home environment. It includes nature of family, authority (head of family), educational status of parents, attitude of parents towards children and financial position of the family; all these factors are significant for home environment (Codjoe, 2007; Mukama, 2010; Muola, 2010).

Parveen (2007) studied students' home environment and was of the view that it significantly influences student's childhood which has further influences on adult life of the child. Parveen (2007) along with Muola (2010) believe that home environment hinders or support students overall development. Parents' attitudes play a dominant role and where it is supportive enhances students' performances and has positive impacts on child's development. Interactions of family members are contributive to students' as it enables them to improve their linguistic, social and intellectual skills. There is evidence that supportive home environment enhance child's confidence in his/herself, enable them to be sociable. This confidence helps students in developing their adjustment capabilities in different environments which positively influences

students' educational performances. Students living in non- relationship between Students' Home Environment struggle in every walk of life including educational life (Parveen, 2007; Bandhana& Sharma, 2012). Families that involves children in their decision making process enable their children to have self-confidence develop' their self-esteem and thus contribute towards social development of students (Codjoe, 2007, Hussain & Naz, 2013; Ewumi, 2006).

Educational activities at home are based on the physical environment of their home. Home facilities of children enable and restrain them in practicing educational activities at home. Class preparation and practice at home are fundamental for child, as a child spends only five and six hours at school and the remaining time is spent at home which needs to be utilized properly (Roemmich, Epstein, Raja, Yin, Robinson, &Winiewicz, 2006). The proper utilization of home time of child means provision of educational environment at home, which plays a dominant role in improving the educational performances. The establishment of Parents' Teacher Councils/ Associations at school is an important step toward increased parent's involvement in the educational activities of children (Hussain & Naz, 2013; Cooper, Robinson, &Patall, 2006; Davis-Kean, 2005). Machet (2002) further presented more detailed description of home environment and its influences on the educational performances of students. The power of imitation enables the students to learn from their parents and elders. Parents watching TV, having lunch, dinner and breakfast and other activities at home provide numerous learning opportunities for children from parents and other family members. Study conducted by Clark, Goyder and Bissel (2007) also agreed that positive domestic environment is the prominent indicator of students' success in their academics. They further added that teaching learning process carried out at school is incomplete without the support of home environment. In this regard the study of Shah, Atta, Qureshi, and Shah, (2012) emphasized that the awareness of parents' role in the education of their children is fundamental. Parents who take responsibility

for children learning result in increasing their children's interest in the studies (Parveen, 2007; Moula, 2010; Bandhana& Sharma, 2012).

Housing has been regarded as an important aspect of a child's well-being by the United Nations International Children's Emergency Fund (UNICEF, 2007, 2016) and the Organization for Economic Co-operation and Development (OECD, 2009). The housing environment includes overcrowding, housing quality and conditions (roof leaking, humid walls/floor/foundation or rotten window frames, a dark home, the lack of bath or shower facilities, and the lack of an indoor flushing toilet for family members), and air pollution. Poor housing conditions caused by social and economic inequality have been a notable social issue in both developed and developing countries. Housing, as a potential environmental factor that affects students' well-being, has drawn increasing attention from social scientists (Cairney, 2005; Evans, 2002; Harkness& Newman, 2005; Leventhal & Newman, 2010; Solari& Mare, 2012). A conducive environment is necessary to enhance the academic performance of a child. A stimulating home environment can spur up a potential mediocre into an intellectual giant while an inhibiting home environment could turn a genius into a mediocre (Olakan, Osakinle, & Onijingin, 2013).

Housing impacts an individual's social life in many aspects, such as health, security, privacy, and community resources (Solari & Mare, 2012). Individuals might be particularly vulnerable to poor housing conditions because the space in the home is where they interact with family members, socialize, practice skills, and acquire knowledge (Newman, 2008). Especially for adolescents, housing relates to many aspects of child well-being, such as cognitive development (Rollings, 2017), academic achievements (Goux & Maurin, 2004), and psychological well-being (Fowler, 2015; Jelleyman & Spencer, 2008).

Bradshaw, (2013) found that the correlation of the housing environment and school-age children's subjective well-being was 0.61 based on the healthy behaviour data reported by UNICEF. In addition, Rees and Bradshaw (2017) further reported a significant correlation between the variables related to housing and adolescents' subjective well-being. As mentioned above, if the home environment is strained, individual's development might be undermined in many ways. Therefore, poor living conditions can be a path that leads to the intergenerational transmission of social inequality (Solari and Mare, 2012). Home ownership, house crowding, and house quality were found to have significant impacts on individual's well-being (Evans, 2002; Harkness & Newman, 2005; Leventhal & Newman, 2010; Solari & Mare, 2012).

However, adolescents who are in the transition stage of socio-emotional development (Shek and Siu, 2019) are mostly neglected by the line of research on the effects of housing on individual well-being. A house is not only a physical room but also a psychological space for child development. It provides comfort, privacy, and safety, which are all important for the healthy development of adolescents. In general, inadequate housing conditions can impact psychological well-being in different ways. For example, overcrowding causes distress, and the improvement of house quality can effectively reduce an individual's mental distress (Clair, 2019). A longitudinal study found that house quality, especially overcrowding, was positively related to low-income women's psychological withdrawal and loneliness (Wells & Harris, 2007). In addition, poor housing was found to be detrimental to individual's physical health (Shenassa, 2004). Huang (2018) found house poverty was related to poor academic achievement. Poor housing quality is commonly related to economic hardships; therefore, it indirectly influences socio-emotional functioning (Coley, 2013). The home environment is the proximal settings that children interact with frequently; family and parental characteristics, neighbourhoods, and social networks can directly or indirectly impact individual's development (Leventhal & Newman,

2010). Shek and Siu (2019) have also pointed out that economic factors, such as poor housing conditions, might be a risk factor that contributes to the negative development of adolescents. Therefore, poor housing conditions should have negative impacts on individual's well-being and increase the risk of mental health issues such as depression. In addition, an adverse growing environment impedes the development of an individual's self-evaluation, such as their self-esteem (Wang, 2021), which has been found to impact an individual's well-being. A longitudinal study found that self-efficacy and a positive identity negatively predicted adolescents' depression after one year (Zhou, 2020a) and were positively correlated with adolescents' life satisfaction (Zhou, 2020). Therefore, self-esteem might be a mediator in the relationship between housing conditions and adolescent well-being. A house is an important family asset and is regarded as a sign of social status. Living in a decent house makes people feel as though they have a "face" in their community (Dong & Guo, 2017), which is essential to people's self-value system, including self-esteem (Hwang, 2010). Therefore, self-esteem associated with housing conditions should also be a mediator between the relationship of housing and adolescent well-being.

Parents' social status and adolescents' personality

Social class is the union of both resources (power, income, education, etc.) and the position that individuals hold in the society, based on occupational prestige, preferences, taste and so on. (Oyserman, 2014; Rivera and Tilcsik, 2016). Social class affects the experiences individuals live and how they see the world, thus the way in which individuals behave is also affected by this social category (Marien, 2010; Manstead, 2018).

Interestingly, the relation between pro-social behaviour and social class is controversial and yet not resolved. On one hand, a negative social class effect has been described. In this line, previous research has shown that high social class individuals are less prone to help others in a wide range

of situations and conceiving “helping” in different ways (Keltner, 2014). Low social class individuals endorse to a greater extent social values oriented toward egalitarianism and the well-being of others (Piff, 2010), and seem to be more compassionate.

Adolescents’ attitudes toward social class contribute to several relevant developmental outcomes as peer relations, intergroup dynamics, socio-emotional skills, academic achievement, and mental health (Mistry, 2015; Ghavami and Mistry, 2019). In particular, early and middle adolescents are developing in an incipient but forceful manner a sense of self as part of the collective. Adolescents become increasingly class-conscious throughout their development, giving value to their own social class in the context of their own identity formation (Mistry, 2015). Pro-social behaviour is especially relevant for establishing positive peer relationships (Eisenberg, 2015) Pro-sociality converges to consider its biological and dispositional foundations (Cuadrado, 2016), unavoidably, the social context in which individuals develop socialization agents, and sociocultural factors among others, and shape prosocial behaviours (Keltner, 2014; Malonda, 2019; Streit, 2020). In this sense, social categories that emerge from social categorization processes have proven to be a relevant factor for social responses in general (Macrae and Bodenhausen, 2001; Kawakami, 2002), and for prosocial behaviour in particular (Guinote, 2015).

Birndorf, (2005) examined adolescents’ personality across four different social classes (Class I, Class II, Class III, and Class IV) in GB Pant university of Agiculture. Families falling under social class I of the university had parent(s) working as Professor and Associate Professor in the university; those falling under social class II had parent(s) working as Assistant Professor or equivalent and Doctor in the university; those falling under social class III had parent(s) working as Accountant, Supervisor, Lab Technician and Clerk in the university and those falling under social class IV had parent(s) working as Attendant, Driver, Peon, CRC labourer, Gardner and

Sweeper. Forty adolescents were randomly selected as respondents from each social class of families making a total of 160 respondents for the study. Multi-Dimensional Assessment of Personality Scale was administered to adolescents to assess their personality. Adolescents from social class I and social class II were seen to have significantly higher academic achievement, competition, creativity, enthusiasm, excitability, general ability, guilt proneness, individualism, innovation, mental health, morality, self-control, sensitivity, self-sufficiency, social warmth, tension in comparison to their counterparts from social class III and social class IV. Whereas, adolescents from social class III and IV were assessed to be significantly more adaptable, bold and leading than those from social class I and II.

Studies using various populations, methods, and measures confirm the benefits of being in a high social class (Fournier 2019), defined as ranking highly in terms of wealth, occupational prestige, and education (also called socioeconomic status; Kraus, 2009; Yu and Blader 2019).

Upper-class individuals tend to live longer (Kröger, 2015), are healthier with better psychological and physical functioning (Adler, 2000) and tend to have a healthier adolescence (Quon and McGrath 2014). Moreover, they generally evaluate their lives more positively (Kahneman and Deaton 2010), and they report increased subjective well-being in many but not all studies (Diener, 2010; Yu and Blader, 2019; Kahneman and Deaton 2010)

Likewise, upper-class individuals also tend to have a better health-related quality of life, a term that refers to health-related aspects of quality of life and is generally considered to reflect the impact of disease and treatment on disability and daily functioning and the impact of perceived health on an individual's ability to live a fulfilling life (Mayo 2015). Health-related quality of life was lower for individuals with lower income and educational attainment (Lubetkin, 2005). Upper-class individuals also tend to have a better general quality of life, defined by the World

Health Organisation (WHO) as an individual's perception of their position in life in the context of their culture and value systems, and in relation to their goals, expectations, standards, and concerns. The WHO identified four central facets of quality of life, namely: physical health (e.g., energy, pain, and discomfort), mental health (e.g. self-esteem, negative and positive feelings), social relationships (e.g., social support, sexual activity); and environment (e.g., home environment, financial resources).

Although there is strong evidence that upper-class individuals have an improved quality of life, less is known about why this is the case. Recent social psychological theories and findings suggest that the effects of social class can be understood by focusing on two central elements related to social class: power and status (Dubois, 2015; Magee and Galinsky 2008; Yu and Blader, 2019). Even though upper-class individuals tend to have both (Dubois, 2015; Yu and Blader, 2019), power and status are theoretically and empirically clearly distinct constructs with different definitions and different psychological consequences. For example, power which is defined as control over valued resources and status which is defined as respect and admiration in the eyes of others (Blader and Chen 2014; Magee and Galinsky 2008) do not always come together. For instance, although Olympic athletes are respected and admired, they might not control many valuable resources (Fragale, 2011). On the other hand, an unpopular politician might control valuable resources on a regular basis but is typically not admired or respected.

Studies found that high-status individuals tend to be more attentive to others and to behave more pro-socially and less selfishly (Blader and Chen 2014). Power and status, constitute central elements related to social class and are the bases of hierarchical differentiation (Dubois, 2015; Magee and Galinsky 2008; Yu and Blader 2019). Powerful individuals, as well as high-status individuals, are both often seen as dominant (Fragale, 2011)

Theoretical Framework

The Conflict-Marxian Theory of Family Marx Weber (1864 – 1920)

The Conflict-Marxian theory of the family incorporates the perspectives of Karl Marx and Max Weber to analyse the dynamics of family structures and relationships within the framework of social conflict and power struggles (Marx, 1867; Weber, 1922). Karl Marx's contribution to the theory emphasizes the economic aspects of family relationships. Marx viewed the family as a social institution that functions to reproduce and maintain the existing capitalist system. According to Marx, the family serves as a means for the transmission of private property and the inheritance of wealth across generations (Marx, 1867). He argued that the capitalist mode of production perpetuates social inequality and class divisions, and the family plays a role in this process by passing down economic advantages or disadvantages to offspring.

Max Weber's contribution complements Marx's economic focus with a broader consideration of social stratification and cultural values. Weber emphasized the significance of social status and prestige as determinants of power relations within society, including the family (Weber, 1922). He argued that the family serves as a mechanism for the transmission of social status and the reproduction of social inequalities. Weber identified different forms of authority within families, such as traditional authority, charismatic authority, and legal-rational authority, which influence family dynamics and power structures.

In the Conflict-Marxian theory of the family, the focus is on the inherent conflicts and power struggles arising from social and economic inequalities. The family is seen as a site where these conflicts manifest, whether through the intergenerational transmission of wealth and social status or through struggles for power within the family unit. This perspective highlights the ways in which the family both reflects and perpetuates broader social inequalities and class divisions (Marx, 1867; Weber, 1922).

This theory views the process of marriage and the family as sympathetic in which members of the family encounter unending problem of conflicting interests. The Conflict-Marxian theorists perceive marriage and the family as a continuous competitive social system. Arnolds (1990) stated that competitive, due to its nature of being a state of negative interdependence between the elements of social system. Due to this conflict, there is gain/lose situation, because what is gained to one party becomes loss to the other party in the great divide. The most important ingredients or elements in the conflict – Marxian theory is that conflict is unavoidable part of humanity and associations which involves family life and marriage. Adamson (2000) observed that the Marxian theories see the family as an institution surrounded with inevitable confrontation or conflict and of constant state of change. The emphasis worthy of note in this theory is the competing needs, values, goals or objectives of partners who are involved in marital unions. For the fact that people's wants/needs are scarce and in little quantity, therefore, this desire to attain or get one's needs or wants, brings about competition and conflicts among people in the society, more especially the family.

Edith (1998) stated that the Conflict – Marxian theorists do not see the constant confrontation in the family as necessarily destructive, rather they consider conflict in the family as essential element and catalyst of interest that are out to be treated in a constructive manner through negotiation and compromise. The Conflict-Marxian theorists therefore, perceive conflicts in the family potentials for the promotion and enhancement of interpersonal growth and development in the family.

The above theory is apt to the topic of polygamy and family size and the students' academic performance. This is because in polygamous and large sized families, there tend to be rivalries between wives and among children of the wives. Most times, this rivalry brings about hatred among the children and among the wives of the polygamous man. The after effect could

be the man loving some children and hating some of them. In other words, he could be selective of who to sponsor to school and whom he should not.

It is important to note that the Conflict-Marxian theory of the family has been subject to critique and refinement over time. Scholars have expanded upon and modified these perspectives to incorporate other dimensions, such as gender, race, and intersectionality, to provide a more comprehensive understanding of the complexities of family dynamics within the broader social context.

Personality Trait Theory

The trait theory of personality proposed by Gordon Allport (1939) suggests that people have certain basic traits and it is the strength and intensity of those traits that account for personality differences. Trait theory suggests that individual personalities are composed of broad dispositions. A trait can be thought of as relatively stable characteristics that cause individuals to behave in a certain way.

Every individual has personality differences including mind, characteristics, feelings and behaviour. In fact, many found in the academic life that individual has so many traits differences such as shy, nervous, enthusiastic, careful, polite or impolite and quiet. This case indicates personality in weighty matter in social life. Traits of personality are character or attitude which reflects in action as behaviour.

According to Rehmen (2013), personality determines a set of important characteristics and how people interact with others. Human personality is the combination of a number of traits. It is important as human to be sociable for instance, the way to communicate and behave in social life.

On the other hand, McCrae & Coster (2002) stated that personality traits are often defined as enduring dimensions of individual differences in tendencies to show consistent patterns of

thoughts, feelings and actions. Traits reflect relatively enduring dispositions and are distinguished from states or moods, which are more transient (Coste&Widiger, 2002).

In addition, based on the Diagnostic and Statistical Manual (DSM) of American Psychiatric Association (2016), personality traits are prominent aspect of personality that are exhibited in a wide range of important social and personal contexts. In other words individuals have certain characteristics that partly determine their behaviour, these traits are found in behaviour or attitude that tends to be present regardless of the situation.

Traits of personality can be understood that all people have certain traits or characteristics ways of behaving. People can tend to be sociable or shy, passive or aggressive, optimistic or pessimistic. It means that behaviour, characteristic, thought, and feeling as one's habit in daily life can be concluded as personality traits.

In social life context, the trait of personality has strongly been influenced by the environment in which a person lives and gets associated with anyone, such as in friendship, education, family and environment. For instance parents play important role in shaping of personality traits and also supported by environment. They are core point of formation of behaviour, thought and self-control.

According to Matthew (2009), the structure of personality traits shows consistency across different groups of people in different cultures. Furthermore, traits are stable across time, and there is evidence to indicate that some of them may have a traceable biological basis. Therefore, it seems reasonable to enquire to what extent individual differences in personality traits are caused by genetic and environmental factors. In most studies of personality traits, the largest single influence originates from the environment. Shared genes bring about similarities in family members' personality traits. Environments have a large effect on individuality. Parents, family, education, friendship (intercommunication) are crucial things in growth and development of

individual. These factors of personality traits influence the changing and development of an individual.

Empirical Review

Parents' socio-economic status and adolescents' personality

Egbo, Agbo-Peters and Egbo (2020) carried out a study titled the influence of socio-economic status of parents on the academic performance of secondary school students in Enugu education zone of Enugu State. The study adopted a descriptive survey research design. The population of the study was 1,353 teachers. Of these 368 were male teachers and 985 were female currently serving in the 31-government owned secondary schools in Enugu Education Zone. 20% of the population participated in the study. Thus, giving the sample size of teachers to be 271. A 40 itemed questionnaire developed by the researcher was used to collect data for the study. The instrument was validated by three (3) research experts. Cronbach Alpha reliability estimate was used to ascertain the internal consistency of the entire instrument which is .88. Data was collected through the help of three research assistants and were used to analyse the four research questions using mean and standard deviation, the hypotheses were tested using t-test statistics. The result obtained from the analysis showed that Parental qualification, background, income and occupation influence the academic performance of secondary school students in Enugu Education Zone of Enugu State to a great extent. The study revealed also that there is no significant difference in the mean scores of male and female secondary school teachers on the extent to which parental qualification, background, income and occupation influence the academic performance of secondary school students in Enugu Education Zone of Enugu State.

Okorodudu (2011) carried out a study titled the mediating impact of personality and socio-economic status in the treatment of stress in adolescents. This was a quasi-experimental study designed to examine the impact of personality and socio-economic status as moderator variables

in stress reduction among 90 diploma students of the Institute of Education, Delta State University, Abraka. The paper employed 3x2x2 pretest-posttest control group design. Two therapeutic methods Rational Emotive Behaviour Therapy (REBT) and Recreational Exercises Therapy (RET) were used to bring about stress reduction among adolescents. The Analysis of Co-variance (ANCOVA) Statistic was used for data analysis. The results showed that personality had a great impact on stress reduction of adolescents. There was no difference in the impact of personality types A and B. Likewise, the result of socio-economic status revealed a lot of impact on stress reduction among adolescents. Participants from high socio-economic status had more impact than those from low socio-economic status.

Haruna (2018) conducted a study on self-concept, parental socio-economic status and academic performance among senior secondary school students in Kebbi State, Nigeria. The main thrust of the paper is to determine if there is any significant difference between socio – economic status, self-concept and academic performance of SS1 students in Kebbi State. The sample was made up of 360 (180 boys and 180 girls) drawn from the population of senior secondary school one (S.S.I) from six Senior Secondary Schools in Kebbi State. Akinboye's Adolescent Personal Data Inventory (APDI) by Akinboye (1985) and the Adopted version of Parental Socio-Economic Status Questionnaire (PSESQ) by Adegoke (1987) were used to measure Self-concept and Parental Socio-economic Status respectively. The reliability coefficient of the instruments was (0.85 and 0.79) for APDI and (0.82 and 0.78) for PSESQ respectively. Academic Performance was obtained using the students' scores in English Language and Mathematics in the Junior Secondary School Certificate Examination of 2015/2016 session. Two hypotheses were generated and tested using t- test. The findings of the study indicated that there was significant difference between Parental Socio-economic Status and Academic Achievement. There was also significant difference between Self-concept and Academic Performance of students.

Umar & Bello (2016) carried out a study titled Parental Socio-Economic Status, Self-Concept and Gender Differences on Students' Academic Performance in Borno State Colleges of Education: Implications for Counselling. This is a survey study, designed to determine gender differences and socio-economic status, self-concept on students' academic performance in Colleges of Education, Borno State: Implications for counselling. The study set two research objectives, answered two research questions and tested two research hypotheses. The target population of this study comprises all the students of Colleges of Education in Borno State during 2013/2014 academic sessions. This study used Purposive Sampling Technique to select two Colleges of Education; Krejcie and Morgan's (2006) principle of determining sample size for research was used to select the sample and proportionate sampling procedure was also employed to draw 322 NCE III students. The instruments used in this study consisted of Socio-economic Status Questionnaire (SESQ), student's self-concept scale (SSS) and Students' Academic Performance Aptitude Tests (SAPAT) with reliability indices of 0.87, 0.62 and 0.62 respectively. Based on the obtained indices coefficients, both the instruments were reliable for use in this study. Descriptive statistic was used to answer the research questions and t-test was used to test the hypotheses. The results obtained in this study indicated that, there was significant differences existing between gender and socioeconomic status among the students in Colleges of Education in Borno State.

Parents' educational qualification and adolescent personality

Ezekiel-Hart, J & Enyinna, N.O (2021) carried a study to examine the influence and impact of parents' educational level on students' academic achievement at the secondary level of education in Abia State and adopted a quantitative approach using questionnaires as a source of data collection. The study was conducted using the descriptive survey and ex-post facto research design. The population comprised of all the 19,879 junior and 16,314 senior secondary school

students in all the one hundred and forty-six (146) secondary schools in all the seventeen (17) Local Government Areas of Abia State. The sample of 495 junior and 495 senior secondary school students, totalling 990 secondary school students. The data was analysed using mean. The mean scores were computed and the data obtained were subjected to chi-square statistical analyses. After the correlation between the parents' level of education and the academic achievement of students, the study found that parental level of education influenced the academic performance of secondary school students in Abia State.

Ejide, B & Odikpo, F (2021) conducted a study on the influence of Parental Occupation and Educational Level on Academic Achievement of Senior Secondary School Students in Anambra State. The study examined the influence of parental occupation and educational level on the academic achievement of senior secondary school two (SS2) students in English Language and Mathematics in Ogidi and Otuocho Education zones of Anambra State. The population of the study consisted of 16,886 students in public secondary schools. Ten (10) out of 51 senior secondary schools in two zones were randomly selected, 800 SS2 students were selected by Multi stage sampling technique from ten (10) public senior secondary schools in the two education zones in the state. Three research questions and three hypotheses guided the study. Ex-Post facto design was adopted for the study. Data were collected using document analyses (school records) for SS2 third term results in English Language and Mathematics. Parental occupation and educational level were collected from students' records. Mean and Standard deviation were used to answer the research questions and t-test was used for hypotheses 1 and 2 while two-way Analysis of Variance (ANOVA) was used to analyse hypothesis 3. The result revealed that parental occupation and education and occupation influenced academic achievement of SS2 students in Anambra State.

Parents' occupational status and adolescents' personality

Memon, Muhammad and Muhammad (2010) conducted a study on impact of parental occupation on students' educational achievements at secondary schools of District Malir, Karachi (Sokoto state) with a sample population of two hundred and forty (240) students, a descriptive survey was used based on empirical data to test the correlation among the described variables of the study. For the purpose of sampling the Malir District was divided in the four divisions, such as East, West, North and South. It was a purposive sample design therefore the researchers selected four (4) secondary schools (2 public, 2 private) from each division. A total number of 16 secondary schools were selected randomly from male and female students who passed matriculation from the Board of secondary education Karachi in 2004. The study revealed that there is significant relationship between parental occupational status and students' academic performance.

Haddabi, A and Usman, M (2019) viewed the concept of parent' occupational status as parents' income and parents' occupation in Yola, Adamawa State. Two objectives were stated and two null hypotheses were tested at 0.05 level of significance. Correlation research design was used. Parents' questionnaire and profoma were used for data collection. The data collected was analysed using percentages and multiple regressions. The findings of the study revealed that there was no significant relationship between parents' income and academic performance of students in Adamawa State Polytechnic, Yola. Based on the findings, the study concluded that parents' income has no significant relationship with students' academic performance in Adamawa State Polytechnic, Yola. They further concluded that there was a significant relationship between parents' occupation and academic performance of students in Adamawa State Polytechnic, Yola.

Family size and adolescents' personality

Dibaba and Mitike (2016) conducted a study titled “Factors Influencing Desired Family Size among Residents of Assela Town”. The study adopted a community-based cross-sectional research design spanning between March 25 and April 4, 2013. A total of 428 residents were included in the study. The age of women ranged from 15 to 49 years and men above 15 years. The desired family size was determined using mean score. Respondents were asked to determine which factors were influential on their desired family size. Descriptive analysis, 95% CI and multiple linear regressions were used to investigate the relationship between the independent variables and desired family size. After recording the variables, logistic regression was used to see the association between family size preference and predictor. Among the major findings, it was discovered that women belonging to Protestant and Catholic religious groups had relatively lower mean desired family size when compared to those following orthodox Christian and Muslim. Also, respondents who had primary education desired higher family size than those who had more than secondary education. The study concluded that it was quite possible that increasing educational level and age at marriage might influence couples to desire lower family size. Educational level and knowledge of family planning affected family size preferences.

James and Isiugo-Abanihe (2010) carried out a study to examine Adolescents' Reproductive Motivations and Family Size Preferences in North-Western Nigeria. A community-based and cross-sectional research design was adopted. Primary data were obtained using quantitative methods. A survey of 1,175 adolescents aged 12-19 years was carried out, using multi-stage sampling techniques involving States, Local Government Areas (LGAs), towns/villages, main streets, houses, households and individuals. Frequency distribution, multiple classifications, chi-square, and regression analyses were used for data analysis. The results of the current study

show that gender, residence, ethnic origin, religion, educational level, knowledge and approval of contraceptive methods were significantly associated with family size preferences.

According to Okolo, N.C and Okolo, C.A. (2013), education and income are variables influencing family size preference amongst female health professionals in Uduth, Sokoto. The authors used a cross-sectional descriptive survey design with the population participants made up of female health professionals working in Uduth. There were two hundred and thirty-four (234) female health professionals working in Uduth comprising doctors (10), pharmacist (2), laboratory scientist (8) and Nurses (214). The instrument for data collection was a self-administered questionnaire while the data were analysed manually using appropriate statistical methods with the level of significance at ≥ 0.05 . The major findings showed that a total of 29 (16.1%) of respondents choose religion as the determinant of their family size decision. Since it is known that Islam allows for a large family size, and most of the respondents are Muslims, yet the percentage is low; this goes to show that, even though religion is a factor, it is not so much a major factor to determine family size among educated women. Only 42 (23.3%) of the respondents indicated that their educational background had contributed to the choice of their desired family size. One would have expected that educational background would have played a greater role in the decision of these women to have a particular family size. These health professional are aware of the risks and problems associated with a large family size and so are supposed to be educationally primed but from this study, 76.7% did not agree that their educational background had an influence on their family size decision.

Anakwe, A &Dikko, S (2015) conducted a study on “Self-Concept, Family Size and School Learning Environment as Correlates of Students’ Psychological Adjustment And Study Behaviour.” Six hypotheses were formulated to guide the study. Stratified random method was used in selecting the subjects. Three psychological instruments: The Study Habit Inventory

(SBI), Adolescent Personal Data Inventory (APDI) and the psychopathology scale were ministered on one hundred and thirty two (132) SS 3 students (71 girls and 61 boys) in eight secondary schools in Plateau State. The result of the ANOVA revealed that family size and self-concept were statistically significant for students' psychological adjustment while school location was statistically significant for study behaviour.

Residential location and adolescents' personality

Elvira, Cinzia and Bruna (2008) carried out a study that investigated the impact of residential context on stressful events and subjective well-being (Emotional and Psychological) in young people living in deprived geographical area and the mediating role of personal (Self-Efficacy) and social (Social Support, Sense of Community) variables. A questionnaire was submitted to 297 subjects: 203 adolescents (14-19 years old) and 94 young adults (20-27 years old) from different socio-economic (SES) levels. Results confirm the significant impact of residential context of adolescents perceived residential quality, stress and subjective well-being outcomes. Social resources (Friend and Family Support) significantly buffer the effect of a deprived residential context of adolescents' well-being whereas personal resources directly increase well-being level.

Arijesuyo, A.E (2013) investigated the difference between the academic performance of students from rural environment and students from urban environment in Ondo State. A descriptive research of survey type was adopted for the study. The population for the study comprised all public secondary school students in Ondo State. The sample consisted of 240 students from six randomly selected schools. Questionnaire was used to collect data. Expert judgements were used to ensure face and content validity. Test-retest method was used to determine the reliability and a reliability coefficient of 0.72 was obtained. Data collected were analysed by using t-test. The

result revealed that there is no significant difference in the academic performance of students from rural environment. It can be concluded from result that, all else equal, rural students do not suffer disadvantage in their academic performance simply as the result of their residence in rural areas or their attendance at rural schools.

Parents' social class and adolescents' personality

Arti, Ritu, Manisha & AmitMisha (2018) examined adolescents' personality across four different social classes of families in G.B University of Agriculture and Technology Pantnagar, Uttarakhand. Families falling under social class I had parents working as Professors and Associate Professors. Those falling under social class II had parents working as Assistant Professors and Doctor. Those falling under social class III had parents working as Accountant, Supervisor, Lab Technicians and Clerk and those falling under social class IV had parents working as Attendants, Drivers, Peon, Labourers, Gardeners and Sweepers. Forty adolescents were randomly selected from each social class of families making a total of 160 respondents. Multi-Dimensional Assessment of Personality Scale was administered to adolescents to assess their personality. Based on the findings, Adolescents from social class I and social class II were seen to have significantly higher academic achievement, competition, creativity, enthusiasm, excitability, general ability, guilt proneness, individualism, innovation, mental health, morality, self-control, sensitivity, self-sufficiency, social warmth, tension in comparison to their counterparts from social class III and social class IV. Whereas adolescents from social class III and IV were assessed to be significantly more adaptable, bold and leading than those from social class I and II.

Heoma, G.N (2020) conducted a study on Social class and educational achievement in Nigeria. The study includes all Nigerians from various social classes. It utilized a qualitative research

design to analyse the variables. Using purposive sampling research method, a total of one hundred and thirty (130) respondents belonging to various social classes were chosen. Using electronic means (WhatsApp and Facebook), questionnaire which was the primary source of data collection was employed, while the secondary source were from journal articles. The study proposes that the educational achievement of an individual is dependent on the social class of the family of a person. A reliability test carried out shows a Cronbachalpha coefficient of 0.859 which means the instrument of measurement is void of error. The data gathered was presented in tables and tested using correlational coefficient statistical tool, frequencies and simple percentages. The research shows that the social class of an individual does not necessarily have direct impact on his/her educational achievement rather the determination of individual's access to grants and scholarships.

Summary of Literature Reviewed

This chapter serves as an introduction to the numerous definitions, concepts, ideas and empirical reviews of related research. Socio-economic status was defined as a multifaceted concept used to assess an individual's or a group's position in society based on various economic and social indicators. It encompasses factors such as income, occupation, education qualification, and social standing, providing a comprehensive understanding of social and economic inequalities. This study also reviewed the numerous measures of Socio-Economics Status were economists suggested two or more variables, that is, expenditure and debt as a measure of a family's socio-economic status (Gaur, 2013), study also showed consumption expenditure with socio-economic status (Onwujekwe, 2006). The theoretical framework of this study is based on The Conflict-Marxian Theory of Family Marx Weber (1864 – 1920) and Personality Trait Theory of Gordon Allport (1939).

Finally, this chapter also emphasized review of related empirical studies of some authors and researchers on works that are related to the topic under review which could further clarify and give a clear picture of the several explanations of the topic under review in a more comprehensible manner that will be useful to this study.

However, there appears to be a significant gap in the literature regarding the relationship between parents' socio-economic status and personality adjustment among adolescents in Edo South Senatorial District which is that parents with higher socio-economic status tend to have more resources at their disposal, which can provide their children with better access with quality education, ambition, extracurricular activities and other opportunities. This can positively influence students' personality adjustment. Therefore, it is believed that at the end of this research, it will contribute to the existing body of knowledge and also fill the existing knowledge gap.

CHAPTER THREE

METHODOLOGY

This chapter deals with the procedures employed in carrying out the study, which includes: design of the study, the population of the study, sample and sampling techniques, research Instrument, validity of the Instrument, reliability of the instrument, method of data collection and method of data analysis.

Research Design

The research design adopted for this study was correlational survey which was aimed to determine whether a relationship exist between the variables in the study. The design was appropriate for the study as it helped to determine parental socio-economic factors as correlates of personality adjustment among school adolescents in Edo South Senatorial District.

Population of the Study

The population of this study comprised a total of 5,311 SSS 3 students in public senior secondary schools in Edo South Senatorial District. Edo South Senatorial District covers seven (7) Local Government Areas namely, Egor, Ikpoba Okha, Oredo, Ovia South West, Ovia North East, Orhionmwon and Uhunmwode, with a total population of 105 public secondary schools.

Table 1.1 Distribution of population of Senior Secondary School students (SS3) in Edo South Senatorial District

S/N	Name of public senior secondary schools.	Number of Students (SS3)
1	Army Day Secondary School Isiohor	107
2	Asoro Grammar School	265
3	Edo Boys High School	196
4	Edokpolor Secondary School	206
5	Edo National college Iguobazuwa	96
6	Esigie Comprehensive College Abudu	95
7	Eyaen Secondary School	95
8	Ihogbe College	156
9	Niger College	409
10	Oghede Secondary School	106
11	Western Boys High School	225
	Total	1956

(Source: Ministry of Education, Sapele Road, Benin City).

Sample and Sampling Techniques

The sample size of the study is 200 senior secondary students. Simple random sampling technique was used in selecting SS3 students in public secondary schools in Edo South Senatorial District. In order to get a representative sample, 10% of the population of 105 public schools which were 11 schools were used for this study. The 10% sample size used is in line with Gay (1996) who suggested that the sample size of an educational research should be at least 10% if the population is large. Thus the sample size for the study was 200.

Table 1.2 Sample of Senior Secondary School students (SS3) in Edo South Senatorial District.

S/N	Name of public senior secondary schools	Sample (10%)
1	Army Day Secondary School Isiohor	11
2	Asoro Grammar School	27
3	Edo Boys High School	20
4	Edokpolor Secondary School	21
5	Edo National College Iguobazuwa	10
6	Esigie Comprehensive College Abudu	10
7	Eyaen Secondary School	10
8	Ihogbe College	16
9	Niger College	41
10	Oghede Secondary School	11
11	Western Boys High School	23
	Total	200

Research Instrument

The instrument for data collection was a structured questionnaire titled: “Parental Socio-Economic factors as Correlates of Personality Adjustment Among School Adolescents Questionnaire”. The questionnaire was designed by the researcher to generate data from the respondents. The instrument was made up of two Sections, Sections A and B. Section A elicits parental socio-economic factors of the respondents which contains five (5) items. Section B contains twenty (20) items on a six-point Likert scale of Very high extent, High extent, Moderate extent, Low extent and Not applicable response formats relating to the extent to which parental socio-economic factors as correlates of personality adjustment among school adolescents.

Validity of Instrument

In order to ensure that instrument for this research work is valid, the researcher after designing the questionnaire, made copies of the instruments and submitted to three experts in the department of Education, Benson University, Benin City. A face and content validity of the instrument were carried out leading to the final draft of the questionnaire that was used for this study.

Reliability

In order to establish the consistency of the items, Cronbach alpha formula was used. In doing this, thirty (30) copies of the instrument were administered to thirty (30) senior secondary school students outside the proposed sample for the study. Data was collected and using the Cronbach alpha statistical method, the reliability of the instrument was 0.82 and with this figure, the instrument was considered reliable for use.

Method of Data Collection

The questionnaires were administered by the researcher and a research assistant to the respondents after permission was obtained from the various school administrators. The respondents were given enough time to respond to each item listed after which all completed copies of the questionnaires were retrieved to avoid misplacement or any loss of the instrument.

Method of Data Analysis

The data collected was analysed using the Partial Correlation Coefficient to answer all the research questions while the hypothesis were tested using the Partial Regression Coefficient at 0.05 alpha level of significance. The probability value (p) was used in taking decisions on null hypotheses. If p-value was less than or equal to 0.05, the null hypothesis was rejected, but if p-value was greater than 0.05, the null hypotheses was retained.

CHAPTER FOUR

ANALYSIS OF DATA AND PRESENTATION OF RESULTS

This chapter presents the summary of the analysis of the data collected from the sample of respondents drawn from the area of study. The results are presented in relation to the research questions and the hypotheses stated in chapter one. These are as follows:

Research Question 1

What is the extent of correlation between parents' educational qualification and personality adjustment status of secondary school students' in Edo south senatorial district?

The coefficient of the correlation between parents' educational qualification and personality adjustment status of secondary school students' in Edo south senatorial district is shown in table 1

Table 1: Summary of the Partial Correlation Coefficient between Parents' Educational Qualification and Personality Adjustment Status (PAS) of Senior Secondary School Students in Edo South Senatorial District

Independent variable	Control Variables	N	R	Decision
FEQ	POS&SFS& PRL& PSS&MEQ	199	.128	Very Low
MEQ	POS & NOC & PRL & PSS & FEQ	199	-.180	Very Low

KEY

FEQ: Fathers' Educational Qualification

POS: Parents' Occupational Status

NOC: Number Of Children

SFS: Students' Family Size

PRL: Parents' Residential Location

PSS: Parents' Social Status

MEQ: Mothers' Educational Qualification

Table 1 showed that the coefficients of the partial correlation between parents' educational qualification and personality adjustment status of secondary school students' in Edo south senatorial district is .128 for fathers (FEQ) and -.180 for mothers (MEQ), while the other variables- parents' residential location (PRL), parents' social status (PSS) and parents' occupational status (POS), students family size (SFS), mothers' /fathers' education qualification

(MEQ / FEQ) were controlled. Since these values are very close to zero they are considered very low. Thus the extent of relationship between parents' educational qualification and personality adjustment status of secondary schools' students in Edo south senatorial district is very low.

Research Question 2

What is the extent of the relationship between parents' occupational status and personality adjustment status of secondary school students' in Edo south senatorial district?

The coefficient of the relationship between parents' occupational status and personality adjustment status of secondary school students' in Edo south senatorial district is shown in table 2

Table 2: Summary of the Partial Correlation Coefficient Between parents' occupational status and personality adjustment status of senior secondary school students in Edo south senatorial district

Independent variable	Control Variables	N	R	Decision
FOS	MOS & NOC & PRL & PSS & FEQ & MEQ	199	-.167	Very low
MOS	NOC & PRL & PSS & PEQ & PEQ2 & FOS	199	.148	Very low

KEY

FOS: Fathers' Occupational Status
MOS: Mothers' Occupational Status
NOC: Number Of Children
PRL: Parents' Residential Location
PSS: Parents' Social Status
FEQ: Fathers' Educational Qualification
MEQ: Mothers' Educational Qualification

Table 2 showed that the coefficients of the partial correlation between parents' occupational status and personality adjustment status of secondary schools' students in Edo south senatorial district are -.167 for fathers and .148 for mothers, while the other variables were controlled. Since these values are closer to zero than the median (.5) they are considered very low. Thus the

extent of relationship between parents' occupational status and personality adjustment status of secondary schools' students in Edo south senatorial district is very low.

Research Question 3

What is the extent of the relationship between students' family size and personality adjustment status of secondary schools' students in Edo south senatorial district?

The coefficient of the relationship between students' family size and personality adjustment status of secondary school students' in Edo south senatorial district is shown in table 3

Table 3: Summary of the Partial Correlation Coefficient between students' family size (SFS) and personality adjustment status of senior secondary school students in Edo south senatorial district

Independent variable	Control Variables	N	R	Decision
SFS	PRL & PSS & PEQ & POS	199	.208	Low

KEY

SFS: Students' Family Size

PRL: Parents' Residential Location

PSS: Parents' Social Status

PEQ: Parents' Educational Qualification

POS: Parents' Occupational Status

Table 3 showed that the coefficient of the partial correlation between students' family size and personality adjustment status of secondary schools' students in Edo south senatorial district is .208, while the other variables were controlled. This value is closer to zero than the median (.5) so it is considered low. Thus the extent of relationship between students' family size and personality adjustment status of secondary school students' in Edo south senatorial district is low

Research Question 4

What is the extent of the relationship between residential location and personality adjustment status of secondary schools' students in Edo south senatorial district?

The coefficient of the relationship between residential location and personality adjustment status of secondary school students' in Edo south senatorial district is shown in table 4

Table 4: Summary of the Partial Correlation Coefficient between residential location (RL) and personality adjustment status of senior secondary school students in Edo south senatorial district

Independent variable	Control Variables	N	R	Decision
RL	PSS & PEQ & POS & NOC	199	.042	Very Low

KEY

RL: Residential Location

PSS: Parents' Social Status

PEQ: Parents' Educational Qualification

POS: Parents' Occupational Status

NOC: Number Of Children

Table 4 showed that the coefficient of the partial correlation between residential location and personality adjustment status of secondary school students' in Edo south senatorial district is .042 while the other variables were controlled. This value is very close to zero. So it is considered very low. Thus the extent of relationship between residential location and personality adjustment status of secondary school students' in Edo south senatorial district is very low

Research Question 5

What is the extent of the relationship between parents' social status and personality adjustment status of secondary school students' in Edo south senatorial district?

The coefficient of the relationship between parents' social status and personality adjustment status of secondary school students' in Edo south senatorial district is shown in table 5

Table 5: Summary of the Partial Correlation Coefficient between Parents' Social Status (PSS) and Personality Adjustment Status of senior Secondary School Students in Edo South Senatorial District

Independent variable	Control Variables	N	R	Decision
PSS	PEQ& POS & NOC & PRL	199	.047	Very Low

KEY

PSS: Parents' Social Status

PEQ: Parents' Educational Qualification

POS: Parents' Occupational Status

NOC: Number Of Children

PRL: Parents' Residential Location

Table 5 showed that the coefficient of the partial correlation between parents' social status and personality adjustment status of secondary schools students' in Edo south senatorial district is .047 while the other variables were controlled. This value is very closer to zero. So it is considered very low. Thus the extent of relationship between parents' social status and personality adjustment status of secondary school students' in Edo south senatorial district is very low.

Testing of Hypotheses

The following hypotheses were tested at 0.05 level of significance.

Hypothesis 1

Parents' educational qualification does not significantly predict personality adjustment status of secondary school students' in Edo south senatorial district

The Summary of the test of the significance of the partial regression coefficient of the relationship between parents' educational qualification and personality adjustment status of secondary school students in Edo south senatorial district is shown in table 6

Table 6: Summary of the Partial Coefficient of the Regression Analysis between parents' educational qualification and personality adjustment status of senior secondary school students' in Edo south senatorial district

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Decision
	B	Std. Error	Beta			Zero-order	Partial	Part	
1 (Const)	25.656	6.922		3.707	.000				
FEQ	1.759	.983	.139	1.790	.075	.033	.128	.123	Not significant
MEQ	-2.507	.990	-.194	- 2.533	.012	-.141	-.180	-.174	Significant

KEY

FEQ: Fathers' Educational Qualification

MEQ: Mothers Educational Qualification

Table 6 showed that the coefficients of fathers' educational qualification (.128) and mothers' educational qualification (-.180) of the partial regression between parents' educational qualification and personality adjustment status of secondary school students' in Edo south senatorial district has t – values of 1.79 and -2.533 respectively while the other variables were controlled. Its significant levels of .075 and .012 are greater and less than the alpha level (0.05) respectively. Thus the null hypothesis is not rejected in the case of mothers educational qualification, so mothers' educational qualification significantly predict personality adjustment status of secondary schools' students in Edo south senatorial district.

Hypothesis 2

Parents' occupational status does not significantly predict personality adjustment status of secondary school students' in Edo south senatorial district

The Summary of the test of the significance of the partial regression coefficient of the relationship between parents' occupational status and personality adjustment status of secondary school students' in Edo south senatorial district is shown in table 7

Table 7: Summary of the Test of the Significance of the Partial Regression Coefficient between parents' occupational status and personality adjustment status of senior secondary school students in Edo south senatorial district

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Decision
		B	Std. Error	Beta			Zero-order	Partial	Part	
1	(Const)	25.656	6.922		3.707	.000				
	FOS	-2.088	.891	-.186	-2.343	.020	-.091	-.167	-.161	Significant
	MOS	1.551	.748	.165	2.074	.039	.066	.148	.142	Significant

KEY

FOS; Fathers' Occupational Status

MOS; Mothers' Occupational Status

Table 7 showed that the coefficients of fathers' occupational level (-.167) and mothers' occupational level (.148) of the partial regression between parents' occupational status and personality adjustment status of secondary school students' in Edo south senatorial district has t – values of -2.343 and 2.074 respectively while the other variables were controlled. Its significant levels of .020 and .039 are less than the alpha level (0.05) respectively. Thus the null hypothesis is rejected, so Parents' occupational status significantly predict personality adjustment status of secondary school students' in Edo south senatorial district.

Hypothesis 3

Students' family size does not significantly predict personality adjustment status of secondary school students' in Edo south senatorial district

The Summary of the test of the significance of the partial regression coefficient of the relationship between students' family size and personality adjustment status of secondary school students' in Edo south senatorial district is shown in table 8

Table 8: Summary of the Test of the Significance of the Partial Regression Coefficient between students' family size (FS) and personality adjustment status of senior secondary school students in Edo south senatorial district

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Decision
		B	Std. Error	Beta			Zero-order	Partial	Part	
1	(Const)	25.656	6.922		3.707	.000				
	FS	1.918	.654	.203	2.932	.004	.201	.208	.201	Significant

KEY

FS: Family Size

Table 8 showed that the coefficient of the partial regression between students' family size and personality adjustment status of secondary school students' in Edo south senatorial district is .208. It has a t – value of 2.932 while the other variables were controlled. The significant level is .004 which is less than the alpha level (0.05). Thus the null hypothesis is rejected, so students' family size does significantly predict personality adjustment status of secondary schools' students in Edo south senatorial district

Hypothesis 4

Residential location does not significantly predict personality adjustment status of secondary school students' in Edo south senatorial district

The Summary of the test of the significance of the partial regression coefficients of the relationship between residential location and personality adjustment status of secondary school students in Edo south senatorial district is shown in table 9

Table 9: Summary of the Test of the Significance of the Partial Regression Coefficient between Residential Location (RL) and Personality Adjustment Status of Senior Secondary School Students in Edo South Senatorial District

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Decision
		B	Std. Error	Beta			Zero-order	Partial	Part	
1	(Const)	25.656	6.922		3.707	.000				
	RL	.477	.825	.040	.578	.564	.041	.042	.040	Not Significant

KEY

RL: Residential Location

Table 9 showed that the coefficient of the partial regression between residential location and personality adjustment status of secondary school students' in Edo south senatorial district is .042. It has a t – value of .578 while the other variables were controlled. Its significant level (.564) is greater than the alpha level (0.05). Thus the null hypothesis is not rejected, so residential location does not significantly predict personality adjustment status of secondary schools' students in Edo south senatorial district.

Hypothesis 5

Parents' social status does not significantly predict personality adjustment status of secondary schools' students in Edo south senatorial district

The Summary of the test of the significance of the partial regression coefficients of the relationship between parents' social status and personality adjustment status of secondary school students' in Edo south senatorial district is shown in table 10

Table 10: Summary of the Test of the Significance of the Partial Regression Coefficient between parents' social Status (PSS) and Personality Adjustment Status of Senior Secondary School Students in Edo South Senatorial District

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Decision
		B	Std. Error	Beta			Zero-order	Partial	Part	
1	(Const)	25.656	6.922		3.707	.000				
	PSS	.389	.593	.047	.655	.513	.034	.047	.045	Not Significant

KEY

PSS: Parents' Social Status

Table 9 showed that the coefficient of the partial regression between parents' social status and personality adjustment status of secondary schools students' in Edo south senatorial district is .045. It has a t – value of .655 while the other variables were controlled. Its significant level (.513) is greater than the alpha level (0.05). Thus the null hypothesis is not rejected. So parents' social status does not significantly predict personality adjustment status of secondary school students' in Edo south senatorial district.

Summary of Major Findings

1. The coefficients of fathers' educational qualification (.128) and mothers' educational qualification (-.180) of the partial regression between parents' educational qualification and personality adjustment status of secondary school students' in Edo south senatorial district has t – values of 1.79 and -2.533 respectively while the other variables were controlled. Its significant levels of .075 and .012 are greater and less than the alpha level (0.05) respectively. Thus the null hypothesis is not rejected in the case of mothers' educational qualification, so unlike fathers' educational qualification, it significantly

predict negatively personality adjustment status of secondary school students' in Edo south senatorial district.

2. The coefficients of fathers' occupational level (-.167) and mothers' occupational level (.148) of the partial regression between parents' occupational status and personality adjustment status of secondary school students' in Edo south senatorial district has t – values of -2.343 and 2.074 respectively while the other variables were controlled. Its significant levels of .020 and .039 are less than the alpha level (0.05) respectively. Thus the null hypothesis is rejected, so Parents' occupational status significantly predict personality adjustment status of secondary school students' in Edo south senatorial district.
3. The coefficient of the partial regression between students' family size and personality adjustment status of secondary school students' in Edo south senatorial district is .208. It has a t – value of 2.932 while the other variables were controlled. The significant level is .004 which is less than the alpha level (0.05). Thus the null hypothesis is rejected, so students' family size does significantly predict personality adjustment status of secondary school students' in Edo south senatorial district
4. The coefficient of the partial regression between residential location and personality adjustment status of secondary school students' in Edo south senatorial district is .042. It has a t – value of .578 while the other variables were controlled. Its significant level (.564) is greater than the alpha level (0.05). Thus the null hypothesis is not rejected. So residential location does not significantly predict personality adjustment status of secondary schools students' in Edo south senatorial district.
5. The coefficient of the partial regression between parents' social status and personality adjustment status of secondary school students' in Edo south senatorial district is .045. It

has a t – value of .655 while the other variables were controlled. Its significant level (.513) is greater than the alpha level (0.05). Thus the null hypothesis is not rejected. So parents' social status does not significantly predict personality adjustment status of secondary school students' in Edo south senatorial district.

Discussion of Findings

The first finding of the study showed that mothers' educational qualification, unlike fathers' educational qualification, does significantly predict negative personality adjustment status of secondary schools students in Edo south senatorial district. This affirms Musarat (2013) findings on the relationship of parental level of education and students GPA (Grade Point Average). To him, those students from educated parents have better GPA than those from uneducated parents. He also pointed out that mothers' education has significant influence in students' GPA. Students whose mothers are highly educated have scored high GPA. Perhaps this is so because mothers are more likely to be the primary caregivers in the family, and so their level of education may be more relevant to the child's upbringing. They probably dedicate a lot of time for their children. Another possibility is that fathers may not be so involved in their children's education as their mothers or they may have different priorities, so they have less opportunity to influence their personality. Additionally, it is possible that fathers tend to be more focused on providing for their family financially, rather than shaping their children's personality.

Ezekiel-Hart & Enyinna (2021) finding that parental level of education influenced the academic performance of students is not fully collaborated by this study. The findings of this study showed that mothers' educational level has greater influence on students' personality adjustment while they revealed that both parental level of education influenced the academic performance of their adolescent children. The findings of this study is also supported by Ekber (2013) in his research

on the undergraduate senior students who found out that a parent with higher education provided the most conducive environment for their children to study.

The second finding of this study showed that Parents' occupational levels significantly predict personality adjustment status of secondary schools' students in Edo south senatorial district. This significant correlation between parents' occupational status and students' personality adjustment corroborates the study of Memon, Muhammad and Muhammad (2010) who conducted a study on impact of parental occupation on students' educational achievement at secondary schools of District Malir, Karachi, Sokoto State and reported a significant relationship between parental occupational status and students' academic performance. This point to the fact that parents occupation is the most important obligation of the parents and should have a suitable work to raise their children. Also, students' self-esteem is an important aspect of personality. Parents who have low occupational status can affect the self-esteem of students. This affirms Azizollah (2015) who stated that the most important factor in students' performance is self-esteem. Self-esteem is the basis for a person's self-confidence. When students lose their self – esteem, they may lose motivation in learning. Another possibility is that parents' occupation can influence the environment in which their children are raised, which can in turn affect their personality. For example, parents with higher paying jobs may be able to provide more resources and opportunities for their children, which can influence their personality. This is further asserted by Usaini and Abubakar (2015) who points out that parents occupation has a big influence on the students especially to their achievement, because of the confidence that they can take towards the occupation of their parents.

The third finding of this study revealed that students' family size does significantly predict personality adjustment status of secondary schools' students in Edo south senatorial district. The positive correlation between students' family size and personality adjustment agrees

with the study of Anakwe and Dikko (2015) on Self-concept, Family size and School Learning Environment as correlates of Students' Psychological Adjustment and Study Behaviour. The result revealed that family size and self-concept were statistically significant for students' psychological adjustment while school location was statistically significant for study behaviour. Couples having more children than they generally can cater for have consequences like decrease in standard of living, lack of education and increasing crime rate. This agrees with the opinion of LeGrand and Mbacke (2003) that large family size preference decision and status connects to poverty, deviance and illiteracy. Having a large family can have negative effects on the health and well-being of both parents and children. Again, larger families can influence an adolescent's personality by affecting the amount of attention, resources and care that are available to them which could lead to an adolescents' feeling less secure or confident. In other words, parents have limited resources to distribute among their children such that the ones available to each child are reduced as family size increases as opined by (Sahleyesus, 2005).

The fourth finding of this study revealed that residential location does not significantly predict personality adjustment status of secondary schools' students in Edo south senatorial district. The findings of this study correlates the study of Arijesuyo (2013) who investigated the differences between the academic performance of students from rural environment and students from urban environment in Ondo State. It can be concluded from the result that, all are both the same, rural students do not suffer disadvantage in their academic performance simply as a result of their residence in rural areas or their attendance in rural schools. This is probably so because personality adjustment is complex, and there are many factors that can influence it, including genetics, family environment and peer groups. Additionally, residential location can be a fairly static factor while personality is constantly changing and evolving over time. Regardless of your location, there can be a lot of variation in the people adolescents' interact with, the schools one

attends and the activities one participates in. All of these factors can influence adolescents' personality, and may have a bigger impact than the location itself. Again, personality is also influenced by genetic and biological factors. These factors can play a role in shaping adolescents' personality, regardless of where he/she lives, so even if he/she moves to a different location, he may still have certain personality traits that are influenced by genes.

Contrary to the findings of this study is that of Shek and Siu (2019) who pointed out that economic factors, such as poor housing conditions might be a risk factor that contributes to the negative development of adolescents, have negative impacts on individual's well-being and increase the risk of mental health issues such as depression.

The fifth finding of this study shows that parents' social status does not significantly predict personality adjustment status of secondary schools' students in Edo south senatorial district. The findings of this study collaborates the study of Heoma (2020) who conducted a study on social class and educational achievement in Nigeria. He revealed that the social class of an individual does not necessarily have direct impact on his/her educational achievement. This is probably so because adolescents have different experiences and relationships outside the home, which can influence their personality. Adolescents may have their own unique personalities which are not solely determined by social status. Some factors by which they can be influenced include peer group, school experiences, quality of school, motivation, ability to concentrate, teachers, media, individual traits and preferences, rather than social class. This point to the fact that an individual can become personally adjusted without the influence of social status as previous research has shown that high social class individuals are less prone to help others in wide range of situations and conceiving "helping" in different ways (Kelter,2014). Low social class individuals endorse to a greater extent social values oriented toward egalitarianism and well-being of others (Piff, 2010), and seem to be more compassionate. Again, the study of Birndorf (2005) on adolescents'

personality across four different social classes revealed that adolescents from social class I and II were seen to have significantly higher academic achievement, competition, creativity, enthusiasm, excitability, general ability, proneness, individualism, innovation, mental health, morality, self-control, sensitivity, self-sufficiency, social warmth while adolescents from social class III and IV were assessed to be significantly more adaptable, bold and leading.

Contrary to the findings of this study is the opinion of (Marien, 2010 and Manstead, 2018) who believes that social class affects the experiences individuals live and how they see the world, thus the way individuals behave is also affected by their social category.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The study examined parental socio-economic factors as correlates of personality adjustment among school adolescents in Edo South Senatorial District, Edo state. The study looked at the association between parents' educational qualification, parents' occupational status, family size, residential location, parents' social status and adolescents' personality adjustment in public schools in Edo South Senatorial District, Edo state.

Five research questions were raised and their corresponding hypotheses tested to guide the study. These include the following

1. What is the correlation between parents' educational qualification and students' personality adjustment status?
2. What is the correlation between parents' occupational status and students' personality adjustment status?
3. What is the correlation between students' family size and students' personality adjustment status?
4. What is the correlation between residential location and students' personality adjustment status?
5. Examine the correlation between parents' social status and students' personality adjustment status.

The following null hypotheses were formulated and tested at 0.05 level of significance.

1. There is no significant correlation between parents' educational qualification and students' personality adjustment status.
2. There is no significant correlation between parents' occupational status and students' personality adjustment status.
3. There is no significant correlation between students' family size and students' personality adjustment status.
4. There is no significant correlation between residential location and students' personality adjustment status.
5. There is no significant correlation between parents' social status and students' personality adjustment status.

The design of the study was a correlational survey design. The total population of the study comprised of a total of 5,311 senior secondary three (SS3) students in the public schools in Edo South Senatorial District, Edo state. Simple random sampling technique was used to get a representative sample of 10% of the population of 105 public schools which were eleven (11) public schools. The sample size for the study was 200.

The research instrument used was a structured questionnaire. The data collected was analysed using the partial correlational coefficient and the partial regression coefficient was used in testing the hypotheses for the study. The results obtained show that:

1. There was a correlation which was significant between mothers' educational qualification unlike fathers' educational qualification and students' personality adjustment status.
2. There was a correlation which was significant between parents' occupational status and students' personality adjustment status.

3. There was a correlation which was significant between students' family size and students' personality adjustment status.
4. There was a correlation which was not significant between residential location and students' personality adjustment status.
5. There was a correlation which was not significant between parents' social status and students' personality adjustment status.

Conclusion

It can be deduced from the study that the correlation between residential location, social status and students' personality adjustment was very low in Edo South Senatorial District. Although, mothers' educational qualification, parents' occupational status, students' family size and students' personality adjustment status were significant.

Educational Implication

The study has the following implications:

The research found out that the correlation between mothers' educational qualification unlike the fathers' educational qualification is significant, therefore there is need for increasing access to education for women in order to have a positive impact on their children' personality adjustment. Again, fathers' may play a more indirect role in shaping their children' personalities by providing financial support and resources that allow the mother to focus on directly shaping the child's personality by investing more time and energy in parenting.

Also the significant correlation between parents' occupational status and students' personality necessitates the need for parents with low occupational status to focus on providing a loving and supportive home environment which include spending quality time together, providing consistent

discipline, providing opportunities for their children to develop a sense of belonging, healthy self-esteem, positive behaviours, sense of purpose and meaning in life.

Again, the significant correlation between students' family size and students' personality adjustment suggests that students from larger families may be at a disadvantage when it comes to personality adjustment. This is because they may have less individualized attention from their parents, and may have to compete for resources and attention. Additionally, they may have less opportunity to explore their own interests and passions. It is important for parents with larger families to be aware of these potential challenges, and make an effort to give each child the attention and support they need.

Counselling Implications

The study has the following counseling implications:

The educational qualifications of parents can have various implications on their children personality adjustment as well as their counselling needs. Children of parents with higher educational qualifications may be more likely to have higher educational aspirations. Counsellors can facilitate goal-setting and provide support to help children from all background achieve their academic and career goals. Children of parents with low educational qualifications may be at risk of academic struggle or emotional difficulties. Counsellors can work with parents to develop strategies to support their children's well-being and academic success by creating conducive learning environment at home, help with homework and advocate for additional educational support if needed.

Also the significant correlation between parents' occupational status and students' personality necessitates the need for counsellors to be sensitive to the impact of low occupational status on a child's self-esteem, sense of worth and overall emotional well-being. They should help children

develop a positive self-concept and self-esteem by emphasizing their strengths and unique qualities. Identity formation may be influenced by socio-economic status, counsellors can help children navigate these complexities by creating self-acceptance and positive self –image. Children from lower occupational status backgrounds may face barriers to academic success due to limited resources or support at home. Counsellors can collaborate with teachers and educators to provide academic support and interventions to help the children strive in school.

Again, the significant correlation between students' family size and students' personality adjustment suggests that students from larger families, resources such as time, attention and financial resources may be spread thin. Students' in such families may feel neglected or overlooked, which can impact their self-esteem and emotional well-being. Counsellors may need to help these students navigate feelings of neglect and develop strategies to seek support and attention within their family structure. Students may struggle to establish their unique identity and roles within the family dynamic. Counsellors may help them navigate these complexities and develop a strong sense of self.

Additionally, in larger families, parents may have less time and energy to devote to each child individually which can impact their development and emotional well-being. Counsellors can help students in large families navigate feelings of parental neglect or disconnection and work on building healthy relationships with their parents. Involving families in therapy sessions can help address issues and improve communication within the family unit. This approach can also support parents in understanding and responding to their child's emotional needs effectively.

Contribution to Knowledge/Practice

The study has contributed to the knowledge as it has postulated that parents' educational qualification, parents' occupational status and students' family size is of utmost importance and cannot be overlooked in relation to adolescents' personality adjustment.

Recommendations

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

1. Parents who have low educational qualification should try to make sure their children have access to good educational resources, encourage their children to pursue their interests, even if they do not have a lot of formal education themselves, and also create a positive learning environment at home.
2. Regardless of parents' educational or occupational status, parents should make an effort to spend quality time with their children and create a positive relationship, that a positive parent-child relationship can help adolescents feel secured and supported, and help them develop healthy self-esteem and confidence.
3. Parents with large families should make sure that each child feels heard and valued. It is also important to encourage healthy traits like independence, responsibility, and self-control. Additionally, it is important to avoid comparing siblings and give each child space to develop their own unique identity, manage their emotions in a healthy way and set reasonable goals. By doing these things they have well-rounded personalities.

Suggestion for Further Research

From the findings of the study, there is need for further research areas as:

1. The impact of the quality of parent-child relationship.
2. The impact of cultural factors on adolescent personality adjustment.
3. The impact of sibling relationships within a large family.
4. The impact of family structure on adolescents' personality adjustment.
5. The impact of single-parent families on adolescent personality adjustment.

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PARENTAL SOCIO – ECONOMIC FACTORS AS CORRELATES OF PERSONALITY ADJUSTMENT AMONG SCHOOL ADOLESCENTS QUESTIONNAIRE

Parental Socio – Economic Factors

Please kindly respond to the following items by ticking (✓) in any of the space you deem appropriate in the scale provided.

Parents Residential Location: Commercial area () Community quarter () GRA ()
Down- town () Rural ()

Father: No formal education () Primary education () Secondary school education () Post-secondary school education () Post graduate education ()

Rate your parents' occupational status in the seven - point scale (7 – 1) that follow:

Father:	High							Low
Public servant	7	----	---	----	-----	-----	----	1
Private employee	7	----	-----	-----	-----	-----	----	1
Self-employee	7	-----	-----	-----	-----	-----	----	1
Mother:								
Public servant	7	---	-----	-----	-----	-----	----	1
Private employee	7	-----	-----	-----	-----	-----	----	1
Self-employee	7	-----	-----	-----	-----	-----	----	1

SECTION B

Personality Adjustment Status :Instruction

Sincerely state the extent to which the personal statements in the table below are true of you.

Use the following key for your responses.

KEY

VHE –Very high extent

HE – High extent

ME – Moderate extent

LE – Low extent

VLE – Very low extent

NA - Not applicable

S/N	To what extent are the following personal statements true about you?	V H E	HE 47	ME	LE	VLE	NA
1	I am rebellious or impulsive in my actions						
2	I am anxious every time						
3	I have feelings of sadness						
4	I have a feeling of hopelessness,						
5	I feel am being trapped						
6	I indulge in crying sometimes						
7	I want to be alone most times						
8	I lack concentration						
9	I have a very low self-esteem						
10	I sometimes have suicidal thoughts						
11	I no longer enjoy activities that I use to enjoy formerly						
12	I feel overwhelm most times						
13	I am having a feeling of depression.						
14	I feel tired about school.						
15	I drive recklessly						
16	I often start fight with friends or relatives						
17	I steal sometimes						
18	I vandalize property.						
19	I miss school a couple of times.						
20	I am not getting on well with friends or relatives						

APPENDIX B
NAMES OF SCHOOLS USED

The names of the schools used for this study are:

1. Army Day Secondary School Isiohor
2. Asoro Grammar School
3. Edo Boys High School
4. Edokpolor Secondary School
5. Edo National College Iguobazuwa
6. Esigie Comprehensive College Abudu
7. Eyaen Secondary School
8. Ihogbe College
9. Niger College
10. Oghede Secondary School
11. Western Boys High School

APPENDIX C

RELIABILITY RESULT

PARENTAL SOCIO-ECONOMIC FACTORS AS CORRELATES OF PERSONALITY ADJUSTMENT AMONG SCHOOL ADOLESCENTS QUESTIONNAIRE

RELIABILITY TEST

RELIABILITY

```
/VARIABLES=VAR00001 VAR00002 VAR00003 VAR00004 VAR00005 VAR00006 VAR00007 VAR00008 VAR00009 VAR00010 VAR00011 VAR00012 VAR00013 VAR00014 VAR00015 VAR00016 VAR00017 VAR00018 VAR00019 VAR00020  
/SCALE('ALL VARIABLES') ALL  
/MODEL=ALPHA  
/STATISTICS=DESCRIPTIVE SCALE  
/SUMMARY=TOTAL.
```

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.821	20

Item Statistics

	Mean	Std. Deviation	N
VAR00001	2.1667	2.00144	30
VAR00002	2.0333	1.65015	30
VAR00003	2.0000	1.83829	30
VAR00004	.9667	1.58622	30
VAR00005	1.3000	1.64317	30
VAR00006	2.2667	1.99885	30
VAR00007	2.8000	2.07448	30
VAR00008	1.7333	1.65952	30
VAR00009	1.0333	1.54213	30
VAR00010	1.2667	1.91065	30
VAR00011	1.5333	1.61316	30
VAR00012	2.6333	1.99107	30
VAR00013	1.3000	1.87819	30
VAR00014	2.3000	2.07032	30
VAR00015	.8000	1.64841	30
VAR00016	1.4000	1.90462	30
VAR00017	1.4333	1.81342	30
VAR00018	1.1000	1.76850	30
VAR00019	1.8667	2.04658	30
VAR00020	1.7000	1.84110	30

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	31.4667	277.637	.352	.816
VAR00002	31.6000	277.007	.463	.810
VAR00003	31.6333	258.999	.723	.796
VAR00004	32.6667	300.920	.031	.829
VAR00005	32.3333	286.023	.295	.818
VAR00006	31.3667	256.723	.693	.796
VAR00007	30.8333	281.247	.281	.820
VAR00008	31.9000	268.300	.627	.802
VAR00009	32.6000	289.834	.246	.820
VAR00010	32.3667	266.309	.564	.804
VAR00011	32.1000	284.990	.322	.817
VAR00012	31.0000	262.414	.601	.801
VAR00013	32.3333	271.333	.489	.808
VAR00014	31.3333	287.747	.187	.825
VAR00015	32.8333	302.006	.007	.830
VAR00016	32.2333	278.185	.367	.815
VAR00017	32.2000	272.441	.491	.808
VAR00018	32.5333	274.120	.476	.809
VAR00019	31.7667	288.944	.173	.826
VAR00020	31.9333	274.409	.448	.810

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
33.6333	305.137	17.46816	20