INFLUENCE OF MOTHERS' EMPLOYMENT ON ACADEMIC PERFORMANCE OF PRIMARY SCHOOL PUPILS IN FEDERAL CAPITAL TERRITORY, ABUJA, NIGERIA

BY

Felicia Omolola JOSHUA

(M.ED/EDUC/9093/2009-2010)

HOME ECONOMICS SECTION OF VOCATIONAL AND TECHNICAL EDUCATION, AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA

NOVEMBER, 2014

INFLUENCE OF MOTHERS' EMPLOYMENT ON ACADEMICPERFORMANCE OF PRIMARY SCHOOL PUPILS IN FEDERAL CAPITAL TERRITORY, ABUJA, NIGERIA

BY

FeliciaOmolola JOSHUA

(M.ED/EDUC/9093/2009-2010)

A THESIS SUBMITTED TO THE SCHOOL OF POST GRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA, IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF EDUCATION (HOME ECONOMICS(HOME MANAGEMENT)

DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION, AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA.

NOVEMBER, 2014

DECLARATION

I, **Felicia Omolola JOSHUA**, certify that this thesis entitled "Influence of Mothers' Employment onAcademic Performance of Primary School pupils in Federal Capital Territory, FCT Abuja, Nigeria" is the outcome and record of my research work in the Department of Vocational and Technical Education, of the Home Economics Section, Ahmadu Bello University, Zaria. The research work was done under the supervision of Prof. (Mrs) T.O. Ojo and Prof. (Mrs) A. Z. Mohammed. It has not been presented in any form for the award of a higher degree anywhere. The source of information derived from the literature, were duly acknowledged by means of references provided.

_____ _____

Felicia Omolola JOSHUA Signature Date

CERTIFICATION

This Thesis report titled "Influence of Mothers' Employment on Academic Performance of Primary School pupils in Federal Capital Territory, FCT Abuja, Nigeria" by Felicia Omolola JOSHUA, has been read and meets the requirements and regulations governing the award of Master of Education (Home Economics (Home Management) of Ahmadu Bello University Zaria and is approved for its contribution to knowledge and literary presentation.

_____ _____

Chairperson Supervisory Committee Date
Prof. (Mrs.) T.O.Ojo
Chairperson, Supervisory Committee

_____ _____

Member Supervisory Committee Date
Prof. (Mrs.) A.Z. Mohammed
Member, Supervisory Committee

_____ _____

Prof. A.A. Udoh Date
Head of Department

_____ _____

Prof. A.Z. Hassan Date
Dean, Post Graduate School

DEDICATION

To the Almighty God, the owner of Universe, who gave me the strength, mercy and grace to embark on this uneasy task. Glory, Honour, Power, Majesty be on to thy Holy Name, forever and ever (Amen).

ACKNOWLEDGEMENT

The Researcher is indebted to the Almighty God for good health bestowed upon me during the period of this study. It was His mercy that made this work a reality; may His name be exalted forever.

Worthy of acknowledgementis Professor T.O.Ojo (Major Supervisor) for her assistance, useful criticisms and meaningful suggestions which contributed immensely to the quality and success of this research work. My sincere appreciation goes to Professor A.Z.Mohammed (Second Supervisor), who through her thorough supervision, motherly guidance, contributions and constructive suggestions added value to this research work.

In the same vein, the Researcher's profound gratitude goes toDr S.L.Ajayi and Prof. Barr. M.M.Aliyu respectively, who are internal examiners, for their constructive criticisms and corrections, which added to the improvement of this work. Also, to the following persons whose contribution, views and opinions added value to this research work:Prof.A. A.Udoh the Head of Department, Dr. Sani Ibrahim the Post Graduate Coordinator, Dr. E.E.Adamu, Prof E. Ike, and Dr C. Bolaji, Elder and Mrs.Olafemi (my host in Zaria), Deacon and Dr (Mrs) D.B. Kayode, Mrs IyabodeAderibigbe(for her moral and spiritual support), Dr (Mrs) O.A.

Opadokun (Kwara State College of Education Ilorin), Dr (Miss) Victoria Landu(who is now far away in United States of America}, Mr. S. S. Bankole(who assisted in the statistical analysis of the data), Mr. David Waters (who handled the secretariat work of this thesis). I must acknowledge all the authors and writers for the references made to their books and journals which appeared in the references of this work.

My sincere appreciation goes to the Federal Capital Development Authority (F.C.T.A) and Secondary Education Board (SEB) for the opportunity to undertake this course of study.

Felicia Omolola JOSHUA

ABSTRACT

The study focused on the influence of mothers' employment on the academic performance of pupils of primary school age in Federal Capital Territory of Abuja. Three objectives were drawn: determine the influence of mothers' employment on the academic performance of pupils in primary schools;determine how mothers' employment influence academic performance of pupils in primary schools in rural and urban areas; and, determine the extent to which the socio-economic status of employed mothers influence the academic performance of their children.Three research questions were raised and three hypotheses were also tested at the 0.05 level of significance.The survey research method was employed in which six hundred and seventy three (673) respondents were purposively selected women working in Hospitals, Banks, Primary schools, and secondary schools, in the six Area Councils of Abuja. The questionnaire designed by the researcher and subjected to the processes of validity and reliability served as instrument for data collection. The collected data wereanalysed using mean, frequency and percentages on demographic status. The test of hypotheses was done using the t-test statistical technique and the Pearson Product Moment correlation technique, using the computerized SPSS Package. The findings revealed that, Majority (over 60.0%) of the respondents are personally in charge of their children's home work; the academic performance of their children was above average; respondents occasionally supervise their children's school work/home work;Majority (89.0) of the respondents were located in urban areas; More pupilsof mothers from urban areas (79.0%) than pupils of mothers from rural areas (40.0%) had school results that indicated their position in class was between the top 4^{th} to 10^{th} position; On the whole, 74.0% of the respondents' pupils had 4^{th} to 10^{th} position in their class examination. Finally, the findings revealed that, the income per month of majority (65.0%) of the respondents was ₦ 30,000 to ₦ 60,000; Most of them purchased all recommended textbooks, exercise books and writing materials for their pupils all the time; 74.0% of the respondents give balanced diet lunch pack to their pupils to take to school all the time; 83.0% of the respondents indicated that their children's school fees were paid on schedule all the time; and, 98.0% of the respondents indicated that whenever their pupils are ill, they receive prompt medical attention all the time. All the three null hypotheses tested were rejectedat 0.05 level of significance. The study therefore recommended that the FCT Minister and the Social Welfare Department of the FCT to organize a campaign that will educate mothers to take up gainful employment.

TABLE OF CONTENTS **PAGE**

TITLEPAGE..... i

DECLARATION..... ii

CERTIFICATION..... iii

DEDICATION..... iv

ACKNOWLEDGEMENTS..... v

ABSTRACT..... vii

LIST OF TABLES..... xii

CHAPTER ONE : INTRODUCTION 1

1.1 Background to the Study.....1

1.2 Statement of the Problem.....7

1.3 Objectives of the Study.....10

1.4 Research Questions.....10

1.5 Research Hypotheses.....11

1.6 Significance of the Study.....11

1.7 Delimitation of the Study.....12

1.8 Assumption of the Study.....13

CHAPTER TWO : REVIEW OF RELATED LITERATURE.....14

2.1 Theoretical Framework of the study.....15

2.2 DomesticRole of Working Mothers.....16

2.3 Influence of Mothers' Employment on Academic Performanceof Pupils19

2.4 Socio-Economic Status of Employed Mothers and How They Influence Academic Performance of Pupils.....24

2.5 Empirical Studies on the influence of mothers' employment onacademic performance of theirchildren…….....30

2.6 Summary…….....42

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY.....44

3.2 Research Design 44

3.3 Population for the Study 45

3.4 Sample and Sampling Procedure.....45

3.5 Instrument for Data Collection.....46

3.6 Validity and Reliability of the Instrument.....47

3.7 Procedure for Data Collection 48

3.8 Procedure for Data analysis.....48

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND DISCUSSION 49

4.1 Analysis of Personal Data 49

4.2 Test of Null Hypotheses 62

4.3 Summary of Findings 66

4.4 Discussion of Findings 67

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS 70

5.1 Summary…… 70

5.2 Conclusion 73

5.3 Recommendations 73

5.4 Implications of the Study 74

5.5 Suggestions for Further Research Work 75

REFERENCE 77

APPENDIX I 82

LIST OF TABLES

Table 3.1 FCT General Population and Female population **46**

Table 4.1.1 Place of Work of Respondents **48**

Table 4.1.2 Marital Status of Respondents **48**

Table 4.1.3 Position at Work of Respondents **49**

Table 4.1.4 How long Respondents have been Working **49**

Table 4.1.5 Time Respondents go to Work **50**

Table 4.1.6 Time Respondents get back home after work **50**

Table 4.1.7 Time of sleep of Respondents' Pupils **51**

Table 4.1.8 Level of Education of Respondents **51**

Table 4.1.9 Age Group of Respondents **52**

Table 4.1.10 Number of Hours Respondents Work per Day **52**

Table 4.1.11 Number of Pupils of Respondents **53**

Table 4.1.12 Number of Pupils living in the Home of Respondents **53**

Table 4.1.13 Those in charge of Respondents' children's home work **54**

Table 4.1.14 Frequency of Supervision of Respondents' Pupils' School work/ Home work 55

Table 4.1.15 Location of Respondents 56

Table 4.1.16 School Results of Academic Performance of Pupils of Mothers from Rural and Urban Areas 56

Table 4.1.17 Grade Level of Respondents 57

Table 4.1.18 Income per month of Respondents 58

Table 4.1.19 Influence of socio-economic status of respondents on their pupils academic performance 59

Table 4. 1.20 General Views of Respondents 60

Table 4.2.1 Result of test of null hypothesis on significant influence of mothers' employment on the academic performance of pupils in primary schools 61

Table 4.2.2 Result of test of null hypothesis on how mothers' employment influence academic performance of pupils in rural and urban areas 62

Table 4.2.3 Influence of the socio-economic status of employed mothers and the academic performance of their pupils 63

Table 4.2.4 Correlation result on socio-economic status of employed mothers and the academic performance of their pupils 64

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The typical African cultural setting is centered on the man as head of the family and the sole provider of sustenance. The woman (or mother) on the other hand is expected to mind the home front and fend for the children. She is not expected to take up paid employment that will take her away from the domestic chores of a houswife. She is, however, expected to provide informal education and subsequently prepare the child for formal education. The general believe (in the view of the Researcher) is that mothers who work will find it difficult to fulfill their role of providing early childhood education that will ultimately affect their child's academic performance when enrolled in school.

Academic performance is determined by several factors. The literature is replete with how the socio-economic status of the mother determines the type of house pupils live in, the social amenities they have, mobility, even the types of food the pupils eat, and consequently their academic performance in school (Olusanya, Eyisi, Ogunyide, and Egbichulam ,1990).

Kriesberg (1990) reported that the middle class family is more supportive and rewarding of academic achievement than the lower class family. Indeed, according to Capper (1996), the entire family can be influenced by a child's performance in an examination because that performance can constrain or expand future employment possibilities for the child. Musgrave (1998) also recognized parental status on academic performance. He explained that personal characteristics such as achievement, motivation, and self-concept are strong determinants of academic performance.

Mothers' employment has influence on the academic performance of their children especially when it is considered that mothers play significant roles in the education of their children, starting from conception,informal to formal education. Akogun (1998) stated that there is mounting evidence which indicates that, when malnutrition starts early in life, it becomes more severe in the impairment of the brain and may result in life-long reduction of intellectual abilities. Also, a mother who has consistently lived on poor nutrition is not likely to produce pupils with good intellectual abilities and may lead to poor academic achievement.

In most homes, mothers take care of their children, preparing them for school, cooking their food, and taking care of their dresses and books.

Women encourage children to aim high in educational pursuits and through their life example and counselling (Omotosho 1998).

Mohammed (1999) asserted that global consensus is that education is a process that helps to develop the whole human being, physically, mentally, morally, politically, socially, and, technologically to enable one to function in any environment in which one may find oneself. Education, according to her, performs a major role in equipping the individual with the skills and knowledge which would help to transform any economy. Thus, the researcher is of the view that education is the greatest investment that any nation can make for the quick development of its economic, political, sociological and human resources.

The role of the mother is to ensure that children are well fed with nutritionally balanced diet and were necessary to ensure that the pupils go to school with a well packaged lunch-box. Where the employed mother is not always available to do this, the tendency is for the pupils to go to school with junk foods or money with which they buy junk food. This ultimately influences the mental development of the child and determines the level of academic performance.

Nigeria, in the National Policy on Education, affirmed that education is the cornerstone for development, and has adopted education as an

"instrument per excellence" for effective national development (FGN, 2004). Thus, education opens access for employment, notwithstanding gender or circumstances of birth. Oyetunde (2004) noted that examination and education are inseparable, for the efficiency and quality of an educational system is usually determined through performance of its products in an examination or a set of examinations. Examination, according to him, therefore influence what is taught and learned in schools, especially when the results of the examinations are used to make important decisions (such as awarding certificates to graduating students, promoting students to higher classes, or selecting students for higher levels of education).

There was a time in Africa and most part of the world when women were relegated to the background; it was often said that 'the place of the woman is the kitchen'. Consequently, parents did not see any reason in training the girl-child or even sending her to school, after all she would end up in her husband's house and ultimately, 'the kitchen'.

The down turn in the economy of Nigeria has made the situation at the home front pathetic, and the man alone (in most homes) can no longer be the sole bread winner. As a matter of fact the bread the man brings home, in many instances, is no longer enough to feed the entire family; so that

mothers have to engage themselves in paid jobs to supplement the family budget. However, instances also abound where the man lost his job or is retired, and the woman is the sole income earner in the family. In such a situation, the level of income of the mother determines the wellbeing of the entire family. Her income determines where the family would live, the type of food they would eat, the type of school the pupils will attend, and so on. It therefore follows that the higher the mothers' income the better the facilities that would be made available to the family.

Mothers' employment refers to mothers taking up paid jobs for a living. Hornby (2006) defined employment as work, especially when it is done to earn a living. Thus, mothers' employment may also be defined as mothers working to earn money.Mothers' employment could be full time, on shift basis, part-time, or even temporary. It is full time when the mother takes up a permanent and pensionable appointment and has to start work at 8:00am to close at 4:00pm and may even stay over time up till 6:00pm. The mother could work on shift-basis, this is common with nurses. She could work on day or night shift and could even be on off-duty. Part-time employment is when the mother is not fully engaged as a permanent staff but engaged as an ad-hoc staff that may not have to work the full length from 8:00am to 4:00pm. Temporary employment means that the mother is only engaged to

work for a short period of time; for example as a cook during a conference or a special occasion. Academic performance, on the other hand, refers to how successful or unsuccessful pupils are in their learning activities.

All the variables defined above can be inter-related to indicate a connection between mothers' employment and the academic performance of pupils. Igube and Ejaro(2003) argued that working mothers contribute in no small way towards juvenile delinquency and poor academic performance of their pupils. They noted that, the working mother phenomenon could also contribute to marital conflict and may lead to increase in the divorce rate among dual career families.

The employment of mothers (whether on shift basis, part time employment or full employment), to a large extentdetermines how successful or unsuccessful their children would be in their academic performance.This is attested to by Mustapha (2008) who observed that child training is a neglected area in most families and women are no more devoted to the up keep of their pupils. According to him, when mothers work, they spend the whole day at their places of work, especially if they occupy top positions at work, and have little or no time for their pupils and family. This neglect of family responsibilities may result in pupils who are ill-cultured and whose moral and academic performance leaves a lot to be desired.

1.2 Statement of the Problem

Most men are of the view that women's place is in the kitchen. Women are to cook the family's food, give birth to pupils and nurture them. The researcher observed that this trend is fast changing, because men are no longer ready to shoulder the responsibilities of the family alone, rather they want it to be a joint venture. Even though men are ready to be the sole bread winner, the economic situation of the country (Nigeria) is not making it practicable. For most families, the bread the man brings home can no longer meet the family needs; hence mothers have to be engaged in paid employment outside the home to make ends meet.

Most mothers are 'working mothers' and earn income to supplement that of the father. Instances also abound where the woman is a single mother or single parent, and has to shoulder the responsibility of training the childrenthrough all the stages of schooling. Her social status as determined by her income level will determine how well fed the pupils would be. It is significant to note that, the extent to which the pupils feed well also influence their performance in school.

The researcher also observed that, where the father is financially handicapped due to retrenchment or lack of good health or inadequate

preparation for life, the mother automatically becomes the sole bread winner of the family. The researcher had a personal encounter with a mother who said “I am a widow” though the husband is alive. The husband is an example of a family man who is not adequately ready or prepared for life, thus the woman had to assume the role of bread winner for the family. Instances also abound where the woman is a single parent either by death of spouse or other reasons designed by life; in such a situation, the level of income of the mother determines the well-being of the entire family. Her income therefore determines the type of housing of the family, the type of food the family would eat, the type of school the children will attend and the likes. The implication of this is that, the higher the income of the mother, the better the facilities that would be on ground for the family. It is significant to note that, the extent to which the pupils feed well is paramount to good health, and adequate provision of all the school requirements go a long way to influence the pupils’ performance in school. It is unfortunate that most women shy away from their responsibilities and put them on external bodies, by leaving the care of their children to house maids, nannies, and even neighbours, when they are away to work. No wonder, Omotosho (1998) said that women are no more devoted as they used to be. Going out for money leads to the neglect of the home, hence

that devotion to children is no longer there. Instead women look for money to substitute for their love and counselling of their children. The question is, what are the general implication of these employed mothers to academic performance of their children? Can their paid jobs or social status have any positive influences on their children's academic performance generally? In view of these, the researcher sets out to examine the influence of mothers' employment on the academic performance of pupils in Federal Capital Territory of Abuja Nigeria.

1.3 Objectives of the Study

The broad objective of this study is to examine the influence of mothers' employment on the academic performance of pupils in primary school.

The specific objectives are to:

1. determine the influence of mothers' employment on the academic performance of pupils in primary schools in the Federal Capital Territory of Abuja;
2. determinehowmothers' employment influence academic performance of pupils in primary schoolsin rural and urban areas of the Federal Capital Territory;

3. determinethe extent to which the socio-economic status of employed mothers influence the academic performanceof their children.

1.4 Research Questions

The following research questions will guide this study:

1. What is the effect of mothers' employment on thesupervision of home work of pupils in primary schools in Federal Capital Territory of Abuja?
2. What is the effect of mothers' employments on academic performance of Pupils in primary schools in rural and urban areas of the Federal Capital Territory?
3. How has the socio-economic factors of employed mothers influence the academic performance of their children?

1.5 Research Hypotheses

The following null hypotheses are formulated for testing:

HO 1: There is no significant effect of mothers' employment on the Supervision of homework of pupils in primary schools in Federal Capital Territory of Abuja.

HO 2: There is no significant difference on how mothers' employment influence academic performance of pupils in rural and urban areas.

HO 3: There is no significant difference between the socio-economic status of employed mothers and the academic performance of their children.

1.6 Significance of the Study

The findings of this research would provide information which could be used by Home Economics curriculum planners in reviewing Child Development and Home Management curriculum on influence of mothers' employment on the academic performance of the children.

Mothers will benefit a great deal from the findings of this atudy as it will reveal the academic influence of employed mothers on their children, which may be instrumental in creating awareness on the need for mothers to take up paid employment to suppliment their husbands salaries.

The study would serve as valuable information for lecture materials and topical issues for seminars and conferences. This study would, also provide empirical evidence on the influence of mothers' employment and academic performance of their children in primary schools in the Federal

Capital Territory of Abuja. It is hoped that the findings would be significant in that, it will contribute to the documentation of employed mothers thereby serving as a reservoir of knowledge, hence will bring improvement for employed mothers on how their jobs will not be detrimental to their children's education, but improve their academic performance in school and bring back the glory of motherhood.

It will also provide current information on the influence of mothers' employment and academic performance ofpupils in primary schools in Federal Capital Territory of Abuja which will help these women adjust their schedules, improve on the academic pursuits of their pupils by providing all avenues required towards helping their pupils perform well in school. In addition, this study will increase the knowledge of Nigerian employed mothers, individuals, pupils, teachers, and anybody that may find this study useful through the school programmes, seminars, and conferences. Consequently, it will reduce delinquency among pupils and bring about a better society when mothers are more committed to their homes, thus leading to better performance of their pupils in school.

1.7 Delimitation of the Study

This study focused on the influence ofmothers' employment and academic performance of pupils in primary schools in Federal Capital Territory of Abuja. The area selected is adequate because all categories of employed mothers are on ground in the Federal Capital Territory. Also, the reason for choice of employed mothers is because the mothers would be in the best position to answer questions pertaining to the academic performance of their pupils, other than men (father) who may not be available to do so. This study will be delimited to all working mothers living in the six area councils in Federal Capital Territory of Abuja.

1.8 Assumption of the Study

The study assumed the following:

1. That mothers' employment has impact on academic performance of pupils.

2. There isinfluenceof socio-economic status of employed mothers on the academic performance of their pupils.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter various literature are reviewed on roles of mothers and how their paid employment influences their pupils. The chapter covers the following:

2.1 Theoretical framework of the study,

2.2 Domestic Role of working mothers,

2.3 Influence ofmothers' employment on academic performance of pupils,

2.4 Socio-economic status of employed mothers and how theyinfluence the academic performance of their pupils, and

2.5 Empirical studies on the influence of mothers' employment on the academic performance of their children.

2.6 Summary of Literature Review

2.1 Theoretical Framework of the study

The theoretical framework for this study is hinged on the social biological theory with reference to gender role, which derives from conventional sociological theories (Igube and Ejaro, 2003). It is based on Sigmund Freud's premise that "Biology is Destiny". Socio-biologists, according to Igube and Ejaro, hold the view that biological differences are

responsible for the difference in both the behaviour of men and women and the roles they play in society. According to them, the role of women in society is mainly in the family, and that men play an instrumental role while women play an expressive role. Since women are saddled with the reproductive role, it also falls on them to perform domestic chores and care for the pupils. The women's expressive role basically involves the socialization of the young and the stabilization of the adult personalities. According to Igube and Ejaro, it is the woman's role to ensure that the breadwinner is rested and nurtured prior to resuming work the next day. The instrumental role of the man and the expressive role of the woman complement each other and help to promote family solidarity. The implication here is that when the woman goes out to work in an employed job as opposed to the domestic sphere, the socialization of the child is likely to be compromised.

Igube and Ejaro (2003) further argued that a woman's place is in the home caring for children, especially in the early years. According to them, a close influence between mother and child was necessary for healthy development; and deprivation resulting from the separation of mother and child at early age negatively impacted the child's development. Igube and Ejaro also explained that, from a functionalist perspective, the motherhood

mandate is essential and socialization which is primarily the mothers' responsibility is necessary for later social productivity; and that if socialization is inadequate in the family, the goals of the broader society may later be compromised. Thus, the social biological theory formed the theoretical framework for this study.

2.2 Domestic Role of Working Mothers

In this section various works in the literature are reviewed as to the numerous roles of the working mother. The nature of work, whether full time or part time and the nature of work in terms of high paying or low paying, and its overall influence on the family.

Research indicates that women employed full time outside the home report higher degrees of marital and work satisfaction than full time housewives especially if they are more educated and hold higher paying interesting jobs or careers (Goode, 1992). Kesslar and McRae (1992) observed that research is less clear for husbands of wives who work outside the home, and suggested that such husbands probably expressed marital dissatisfaction and have higher degrees of depression, and lower levels of physical and mental wellbeing. Partial explanation for this, according to them, is that such husbands tend to hold more traditional gender attitude whereby men feel threatened by a wife who is also employed; and that

husbands may like the fact that their wives are employed, but feel it is important that they earn more than their wives. Research also indicates that currently employed wives as well as those formally employed have higher life satisfaction as they get older, when compared to the newer employed wives who do not find increased satisfaction with age (Freudigar, 1993).

The researcher observed that the belief that a woman's greatest fulfilment and ultimate achievement as a mother is usually socialized into girls very early in life in a typical African setting. It is usually said that the woman's obligation is to dedicate her life unselfishly to the raising of her pupils and to be constantly on call for her child's needs.

Hoffnung (1994) noted that the qualities of motherhood may be summed as follows:

1. Ultimate fulfilment as a woman is achieved by becoming a mother.
2. The body of work assigned to mothers caring for child, home and husband, fits together in a non-contradicting manner.
3. To be a good mother, a woman must like being a mother as well as all the work that goes with motherhood.

4. A woman's intense, exclusive devotion to mothering is good for her pupils.

Varbrugge and Madans (1995) are of the view that even those with multiple role conflict are the healthiest and feel better about themselves. The everyday tasks of mothering are taken to be natural expressions of femininity and the routine care of home and pupils is seen to provide opportunities for women to express and reaffirm their gendered relation to men and to the world (Kimmel, 2000).Igube and Ejaro (2003) noted that, the traditional and accepted role of women is generally seen as that of wife, mother and house keeper. Motherhood, according to them, is often perceived as the 'quintessence of womanhood'.

Igube and Ejaro (2003) observed that, in great contrast to societal perception of women's traditional role as mother, wives and home makers, a significant number of women have been joining the workforce resulting in an appreciable increase in the dual work and dual career family phenomenon. The argument here, is that when mothers work it reduces the time the mother devotes to the home thereby creating instability. It may in turn create physiological, emotional and social problems to pupils of working mothers due to neglect. Igube and Ejaro (2003)noted that, the most dramatic social change in the twentieth century was the entry of

women in the work place. This has in turn resulted in the breakdown of the traditional breadwinner husband and home maker wife dichotomy. Improved educational opportunities for women have led to rapid increase in the number of employed women both in public and private spheres.

It is obvious from the review of literature that opinions vary as to whether mothers should work or not and the influence of working mother on her domestic activities. It is the view of the researcher that the nature of work may actually be the issue and not asking mothers not to work at all. There are jobs that allows for the mother to have time for the home front, especially teaching (whether at the primary or secondary levels). Teaching enables the mother to close early enough to attend to domestic chores.

2.3 Influence of Mothers' Employment on Academic Performance of Pupils

In this section, the researcher attempts to establish theinfluence of mothers' employment on the academic performance of pupils. The researcher tries to highlight the extent to which working mothers make out time to attend to issues relating to their children's education and the contributions they make towards the success or otherwise of their children in school.

Adetoye (1990) emphasized that the family plays unique role in the total development of the child. He asserts that the family, as an entity, feeds, educates, protects, and shelters all its members till they become independent and take up these responsibilities on their own. Olusanya; Eyisi; Ogunyide; and Egbichulam (1990) indicated that several factors, including family background and nutritional intake influencepupils' performance. The performance of pupils in external examinations, according to Capper (1996) has not been impressive and is on a declining trend.Lindsay (1996) asserts that success stories abound of women who have had it all, great marriages, wonderful children and rewarding careers. According to her, studies have shown that women in paid employment have a higher self-esteem and mental health than those in domestic and unpaid household production. Ganthier (1996) noted that extended mothers' leave policy has been advocated in a number of industrialised countries in order to facilitate mothers to stay home with their infants, and that although this policy might strengthen the emotional bond between the mother and the infant, result in longer periods of breastfeeding and reduce the separation anxiety in the infant, it could become an obstacle in the career and promotion of many women and might even encourage some

employers to find excuses to not hire or lay off young and expectant mothers.

Connie (1997) observed that, in the past, living was with hard physical labour in running a home and farm. Food was grown and prepared, buildings were constructed by females, clothing was made and washed by her, and the families were large. According to him, families today live in a rapidly changing world and are touched by the growing number of outside influence, some of which have increased the challenges faced by families. When values and traditions in a culture begin to change, it becomes difficult to decide which attitudes and beliefs pupils should be taught. He notes that changes occurring in traditional family structure are altering the way pupils are raised. Today, more mothers are working than ever before, and have moved into work situation outside the home. Women are employed in all types of work, clerical, semi-skilled and professional, carrying the dual responsibility of managing the home and a paid job. Connie (1997), observed that women participation in paid labour force is a factor that influences and is influenced by resource allocation of all family members. Traditionally, women according to him were totally confined to domestic work until the era of education and technology; women all over the world now work, and this makes them have little time for themselves and their

families. He stated that many studies have shown that women who are married, have pupils and are employed to work an average of 75 to 80 hours a week. Even when husbands share the household work, there are differences in how jobs are assigned, women still do about two-third of every day job at home. They tend to do the repetitive daily jobs like cooking, cleaning and laundry. Men work on cars, do yard work, and other home repairs. Men have more control over when they do household work and how much of it they do, and prefer to share child care routine than household tasks. Connie, further noted that there are differences in what men and women do. Men tend to play with pupils, educate and watch over them, while women are more likely to be in charge of the feeding, taking them to hospital, washing their clothes and other household routine tasks.

The researcher is of the view that the roles played by mothers are not straight-jacketed and differ from one culture to another. Moreso, as young men and women build their families today, a new attitude is developing, and most people see work of whatever kind as something a family must accomplish together.

Ram (2000) reported that, one of the most important social revolutions in the industrialised world since the 1960s has been the rapid rise in the labour force participation of women, particularly those with

young children. According to him, between 1981 and 1996, the labour force participation rate among married women in Canada rose from 49% to 63%; the corresponding increase among those with pupils under age 6 was more pronounced, from 50% to 71%. In 1996, the participation rate among married women, who had at least one child under the age of 2, was 68%, lagging behind that among women with children 2 to 5 years (75%). It appears that as mothers' employment in recent years has become an inevitable part of most women's live and women do not interrupt their work long enough to be with their newly born child, they have not been able to balance employment and childcare to the advantage of their pupils and an increasing proportion of them return to work within a few weeks of child birth (Bianchi, 2000). DeGenova and Rice (2002) observed that the number of percentage of women in the labour force are increasing, and that in 1998, 62% of all married women over age 16; 76% of women with youngest child ages 6 to 13; and 64% of married women with the youngest child under age 6 were in the labour force. However, Igube and Ejaro (2003) observed that there are noted contradictions as to the impact that working mothers' children are influenced positively or negatively by the life styles of their working mothers. They further observed that the dual work/career family also faces problems arising from the phenomenon of balancing work

and the home including issues arising from the prospects of shared parenting.

Igube and Ejaro (2003) noted that some studies have gone a step further in eliciting pupils' views on their working mothers. Some of the views, according to them showed that working had nothing to do with how pupils view their parents. The survey indicated that an 'at-home mother' is not automatically an attentive mother, nor is the employed mother necessarily inattentive. The study showed no evidence to indicate mothers' employment status as having any influence on the pupils' views; it is who the parent is as a person that mattered. They further noted that studies have repeatedly shown that when mothers are doing what they think is right for themselves and their families, whether she is working or not working, their children are likely to prosper.

Igube and Ejaro (2003) investigated the influence between working mothers, family instability and children's education, and discovered that working mothers tended to neglect their children's welfare as a result of their work life. according to them, about one-third of the working mothers' pupils suffered as a result of this neglect, and that it is a matter of concern that about 22 percent of the pupils experienced health problems due to mothers' neglect, and poor nutrition often results in ill health; and that the

combination of poor feeding and ill health are likely to have a negative impact on the children's education. A hungry child will find it difficult to concentrate on his/her studies. A sick child, on the other hand, will miss school, have a low level of concentration, and as a result come out with poor academic performance.

Igube and Ejaro(2003), noted that, it is a matter of concern that a quarter of the mothers in their study reported poor academic performance as one of the problems facing the children of career mothers; and that the most worrying findings was that a high percentage of mothers had not actually paid attention to how their work life influenced their children. The implication, as they observed, is that once mothers make arrangements for substitute care while at work, they assume all will go well; and this is not always the case.

2.4 Socio-Economic Status of Employed Mothers and How They Influence Academic Performance ofPupils

The socio-economic status of employed mothers and how it influences to their children's academic performance as contained in the literature were reviewed. The level of income of working mothers and how it determines the type of food they eat, the type of house they live in and the type of schools the pupils attend were highlighted in this section.

Sarigian (1990) established a link between parental educational status and children's educational attainment, and that this holds true whether in rural or urban settings. According to him, incidents of anaemia and retarded growth are common among the pupils from low family profile and low income, whereas parents with high educational attainment and higher incomes have little cases of anaemia and retarded growth in pupils. Krieseberg (1990) reported that the middle class family is more supportive and rewarding of, academic achievement than the lower class family.

Chancham (1990) observed that the family moral and economic factor influences the development of children's personality; and that the mothers' early care provides a stepping stone for the nursery school teachers. This view is supported by Uche (1991) who also observed that the family has a remarkable influence on the child's academic achievement, and that pupils learn faster at home when the family motivates them towards education and contributes to their success in school. He further observed that parents' religious belief, their philosophies of life, prestige, social status, political powers, all acts as factors that influence the child's academic achievement. Other subordinate influences according to him are the extended family influence and polygamous family, as well as urban and rural influences. He opined that pupils from polygamous family or homes

were so encumbered with domestic duties that they had little time for study. Also pupils from rural areas are withdrawn from school during farming seasons or spent time looking after younger siblings. This is contrasted with life in the urban centres where parents, most of whom are professionals understand the value of education.

Dele (1992) discovered that pupils from stable families are more likely to be higher in academic performance (obtaining A and B grades), and that this means that there is high intelligent quotient scores by pupils from stable families. This is because such families are more co-ordinated and give attention as well as guidance to their pupils. According to him, nutrition plays a very vital role in the development of a child. If a child is hungry in school, that child is less likely to concentrate. He states that diet has remarkable influences on a child's mental and physical development, and that inadequate feeding of pupils can lead to problems which often influence the rate and extent of brain growth.

Ademola (1995) stated that, it has been found that pupils from high and middle class in the society have more access to educational materials which enhances their best attainment and place them at an advantageous position over pupils from lower socio-economic status.

Similarly, Ogunlade (1995) found that the influence of environment on school attainment is very great, and that a positive correlation exists between parents' level of education and their children's intelligence. In the same vein, Douglas (1995) noted that the child mental and emotional development, which is a factor for school education, would be greatly influenced by the nature of the family into which the child is born. He noted, for instance, that poor feeding during pregnancy and after is likely to have adverse influences on the mental development of the child; and that a state of abject poverty may lead to emotional depression of the child. According to him, occupation is a major index in determining what class a group belongs, and can result to inequality of achievement of pupils.

Like women who remain at home, employed mothers perform most of the household chores and care activities. Women employed full-time may reduce the amount of time they spend on household tasks, but not the range of their responsibilities. This led some researchers to refer to employed mothers as "super moms" meaning mothers who remain heavily involved with family responsibilities while also meeting the demands of paid employment (Demeis and Perkins, 1996).

Hyman (1997) observed that members of lower working class place high value on education of their children because it is realised to be a

means to personal advancement and a way of achieving high occupational status. He observed that, an individual in the lower class does not aim at much success because of the limited resources at his disposal; thus, the motivation to achieve in the school or outside it, is generally lower among members of the lower class. Hyman observed that causes of poor performances are traceable to the home environment of the child. He noted that the factors that contribute to poor academic attainment of a child includes tension in the home, desertion of children by both parents, lack of care and motivation, prejudices, and malnutrition.

Tirossi (1998) asserted that parents' employment and responsibilities outside the home sometimes result in their children becoming 'latch-key pupils' – unsupervised youngsters who care for themselves before or after school, on weekends, and during holidays while the parents work. He estimated that 5 million pupils in the United States ages 5 to 13 are home regularly without direct adult supervision while the parents work. They commonly carry keys to let themselves into their homes – hence the term 'latch-key pupils'. It is unfortunate that very young pupils are left alone to fend for themselves in the absence of their parents who are busy at work. Such pupils usually do not get the needed guidance in doing the homework given to them from school. It is therefore not unlikely that such pupils

would not perform academically well in school. Musgrave (1998) buttressed this point, when he explained that personal characteristics such as achievement, motivation, and self-concept are strong determinants of academic performance. He notes that achievement and motivation, which may be defined as the motive to do well in relation to a standard of excellence, is highly correlated with academic success. According to him, modern societies, especially the industrial ones adopt open stratification based on classes; the upper socio-economic strata of the society is the ruling class, while the middle socio-economic strata is made up of the people who cannot be classified as belonging to either the upper or the lower class. This also includes those holding positions in government, public or private organisations. The lower socio-economic group which is the largest single category is composed of people who are mostly at the subsistence level.

Contrary to popular opinion, most latch-key pupils are not the pupils of low-income single parents who cannot afford stable child-care arrangements; most are older, white, middle-class pupils who live in sub-urban or rural areas. More than 28 million school-age pupils have both parents and their only parent in the workforce, and these parents are usually still at work when the school day ends (Chaddock, 1999). Robinson,

Godbay and Jacobson (1999) noted that women report that their experience of mothering is altered significantly when they work outside the home, and they often must address new variations of problems concerning time pressures and conflicting role demands. Mothers who are employed, not only have less time to spend with their children but also spend fewer hours on household chores such as meal preparation and cleaning. They cited for example, that in 1965, the average woman spent 27 hours a week on cooking and cleaning while in 1995, she spent only 15½ hours a week.

Alabi (1999) showed that family crisis has a very strong influence on pupils' academic performance, and that death of one of the parents, especially the bread winner can bring an end to a child's education. From the foregoing, it can be seen that socio-economic status determines the lifestyle of a family, the type of food they eat and the environment they live in and ultimately influence their children's academic performance in school. Mohammed (1999) puts it more succinctly, when she asserts that education is an important tool for knowledge, skills and the building of self-confidence, and that through education, women are able to contribute most influentially in transforming their environment and improving the economic status of their family. For instance, the educational level of a woman determines the quality of health attained by her and the members

of her family. The woman is the first contact the child has at birth and virtually all the first lessons of life received by the child (at least within the first three years in life) are from the mother.

Enoh (2000) asserts that parents with considerable wealth are capable of maintaining their children in schools for as long as they are willing to read. Poor parents, on the other hand, may be forced to withdraw their children from school even when they are still capable of reading just because they can no longer cope with the high cost of schooling. According to him, in certain societies, special schools are built for the very rich, and the criterion for selection in such schools is wealth and not aptitude. Enoh therefore concludes that, there is no doubt that educational attainment is to a large extent determined by one's level of intelligence; however, socio-economic factors and aspirations such as parental employment are equally important determinants.

There are also issues relating to both parent taking up paid employment, as noted by Amram (2005), that as a result of colonisation and western education, farming which use to be the main stay of the economy and sources of livelihood for many families was jettisoned for white collar jobs and that husbands and wives take up employment to make ends meet and give less time to the family. Consequently, childrenare left at the mercy

of nannies. Amram further outlined the influences of low economic status of family on their pupils; this may be summarized as follows:

1. **Education:** Many pupils from low socio-economic status family face problems at home and at school that acts as barriers to learning. At home the children's parents may not be educationally inclined and may not read to their children, neither do they have enough money to pay school fees or educational materials. Many of the schools such pupils attend have fewer resources compared to schools in higher income neighbourhood. Thus, schools in low-income areas are likely to have more pupils with lower graduation rates, and smaller percentages of pupils going to college. It suffices, therefore, to state that socio-economic status of parents to a large extent determines the educational attainment of the child. Amram (2005) justified this idea when she stated that pupil failure or drop out may be attributed to poor financial status of the parents.
2. **Health:** The family income or socio-economic status determines living conditions such as safe housing and access to good nutritional food. The healthiest population are those in societies that are prosperous and have an equitable distribution of wealth.

2.5 Empirical Studies on the influence of mothers' employment on academic performance of their children

In this section, influence studies on mothers' employments and its influence on children's academic performances are reviewed for similarities and differences with this present study.

Omotosho (1998) conducted a study on 'Survey of Working Women's Opinion on Involvement of Men and Women in the Educational Training of Pupils' the aim was to find out how husbands compliments the role of their working wives in the educational training of their pupils. The research design adopted was the descriptive survey. The stratified random sampling technique was adopted in selecting 76 respondents who were holders of Teachers Training (Grade II), Nigeria Certificate in Education (NCE), Ordinary National Diploma (OND), Higher National Diploma (HND), and University Degree. The instrument used for the study was titled "Working Woman's Opinion on the Involvement of Women in the Training of Children" (WWOIWTC). It was developed by the investigator and vetted as suitable by a lecturer in the Institute of Education, University of Ilorin. The collected data were analysed using ordinary frequencies and percentage. The test of hypotheses was done using the chi-square (χ^2) statistical technique. The results of data analysis indicated that the opinion of working women was

that mothers, more than fathers, should be involved with the educational training of their pupils. It was also discovered that the number of years for which a working woman has been married is a critical factor on the degree of her involvement in the educational training of children. The findings also revealed that, those who have been married for long tended to be of the opinion that women should be less deeply involved with the educational training of children. The study concluded that: the number of years a woman has worked does not influence her opinion on the involvement of fathers or mothers in the educational training of children, and that mothers were seen by the majority of the respondents as the ones who should influence the educational training of children; the length of marriage influences working mothers' opinion on the degree of mother involvement in the educational training of children, and that a smaller proportion of working women who had been married for longer number of years tended to have the opinion that mothers should be deeply involved with the educational training of children; and, the number of children a working woman has also influences her opinion on who should provide pocket money to children. The trend was such that more of the working women with less number of children were of the opinion that the provision of pocket money was a father's affair.

This present research is similar to that of Omotosho (1998) in terms of focus on working mothers and the educational training of the children. However, the sample size selected by Omotosho is rather small and may not reflect the views of the larger number of people in Kwara state where the study was conducted. While Omotosho surveyed the opinion of working women on involvement of man and woman in the educational training of pupils, this study explores the influence between mothers' employment and academic performances of their children. Thus, this study would only consider working mothers and how their work influences the educational performance of their children. This research will be conducted in the Federal Capital Territory of Abuja using the questionnaire method for data collection.

Okonkwo (1998) conducted a study on the influence of family background on academic performance of children in secondary schools in Sokoto Local Government Area of Sokoto State. The aim was to find out if socio-economic backgrounds of parents have influence on their children's academic performance. The simple random sampling technique was adopted and a total of 120 pupils and 40 teachers from 8 selected schools served as subjects for the study. The collected data were descriptively analysed using tables of frequency distribution and percentages. The

findings of the study revealed that influence of family background on pupils' academic performance was not widely known to the people, and most families believe that the home plays no part in their children's proper development. The findings showed that the existing rate of illiteracy is a major obstacle to the performance of children in secondary schools; 60.0% of the educated parents' pupils perform better academically than others.

This present research is similar to the study carried out by Okonkwo (1998) in terms of focus on pupils' performances as influence to parental employment. However, Okonkwo did not select independent families as samples for his studies and only focused on pupils and teachers. Also,while his study considered both parents, this study would focus on mothers' employment.

Hoffman(1998) carried out a study on the Influences of the Mothers' Employment on the Family and the Child. The aim is to find out if mothers' employment allows the mother to have enough time for family up keep.The study was conducted from 1975 to 1995. The sample is a socio-economically heterogeneous one of third and fourth grade pupils and their families residing in a large industrial city in the Midwestern part of the United State. It includes one-parent families as well as two-parent, African-American and European American. Only families where the mothers'

employment status had been stable for at least three years were selected for analysis using the purposive sampling technique. Also dropped from the analysis are pupils who were not living with their mothers, so that the final sample had 400 families. The data collected were extensive and included questionnaire from mothers, fathers, and pupils; personal interviews with mothers and pupils; standard achievement test scores provided by the schools, teachers' ratings of the children's social and academic competence, and ratings by classroom peers of thechildren's' behaviour and how much they were liked. The study was conducted by staff and pupils at the University of Michigan in the United States of America. The collected data were descriptively analysed using percentages and mean scores.The findings revealed that Daughters of employed mothers have been found to have higher academic achievement, greater career success, more non-traditional career choices, and greater occupational commitment. Other findings of the study revealed the following:

a. Studies of pupils in poverty, in two-parent and single-mother families, found higher cognitive scores for pupils with employed mothers as well as higher scores on socio-emotional indices.
b. A few earlier studies found that sons of employed mothers in the middle class showed lower school performance and lower I.Q.

scores during the grade school years than full-time homemakers. The children of employed mothers obtained higher scores on the three achievement tests, for language, reading, and math, across gender, socioeconomic status, and marital status, middle-class boys included.

c. Daughters of employed mothers were found to be more independent, particularly in interaction with their peers in a school setting, and to score higher on socio-emotional adjustment measures.

d. Results for sons have been quite mixed and vary with social class and with how old the pupils were when they were tested. This was interpreted as reflecting the more traditional gender-role attitudes in the blue collar class.

The study concluded that mothers' employment was a sign that the father was an inadequate bread-winner, and if the fathers helped out with housework and child care, the mothers resented it.

This present research is similar Hoffman's (1998) study in terms of focus on mothers' employment. However, while Hoffman (1998) focused on gender influence in the influence of mothers' employment on children's achievements, this study looked at the influence of mothers' employment

on the overall academic achievement of their pupils and is based on sampled views from mothers in the Federal Capital Territory of Abuja. Hoffman's study was not clear on the modality for selecting families where the mothers' employment status had been stable for at least three years.

Dong-Beom(2000) researched on the influence of mothers' employment on pupils' educational aspirations in South Korea. The purpose of the study was to examine the influences between mothers' employment and school children's educational aspirations in Korea. The sample consisted of 1,294 randomly selected fifth- and tenth-graders and their mothers. These pupils in 1996 were attending public schools and living in two-parent families in Taegu, South Korea. A 26-item questionnaire was used to elicit information from the respondents and subjected to descriptive and quantitative analysis.The results showed that pupils whose mothers were working full-time had lower educational aspirations, compared to those whose mothers were not in the labour force. Dong-Beom's (2000) study was not detailed on how the analysis was conducted descriptively and quantitatively. Apart from the specific focus on gender influence of mothers on their children's academic achievement, Dong-Beom's study is a reflection of what the present study set out to investigate.

Vandal and Ramanan (2005) carried out a study on the Influences of Early Mothers' Employment on Pupils' Cognitive Outcomes: The Canadian Experiences; using data from the Canadian National Longitudinal Survey of Pupils and Youth. The aim of the study is to find out if mothers' employment influences pupils' intelligent level. The study examined the influences of early mothers' employment on cognitive skills of pupils' scores who were three years or less in 1994-1995 and became 7 to 9 years old in 2000-2001. Using the Peabody Vocabulary Test (PPVT-R) and math test for analysis, the result indicates that controlling for social and economic backgrounds; early mothers' employment (during six months following the child's birth) had deleterious influences on children's verbal skills but not maths skills. That is to say that, the separation between mother and child during early years resulting from mothers' employment is detrimental to verbal skill but not the mathematical skills of the pupils. The findings also revealed that early mothers' employment have adverse influences on children's cognitive outcomes; this was accounted for by several factors including the type of childcare arrangement and family income. The results showed that being cared for by a non-relative away from home was positively associated with high scores, whereas care provided by a relative/sibling was negatively associated.

Vandal and Ramanan's study did not clearly spell out how the samples used for the study were selected. However, this present study is similar to the study carried out by Vandall and Ramanan (2005) in terms of mothers' employment and their children's academic performances. While their study focused on early mothers' employment and pupils' age, this study dwells on primary school pupils and how their mothers' employments influence their academic performances.

In anotherinfluence study, Pareja and Lewis (2006) investigated the Influence of Parental Employment on children's Academic Achievement in the Context of Welfare Reform. The aim of the study is to find out the influence between increases in parental employment brought about by the 1996 welfare reform and poor children's academic achievement using data compiled by the National Office on Statistics. The data were descriptively and quantitatively analysed. They observed that, through its exclusive focus on schools, a great deal of the educational research and policies aimed at improving the academic performance of poor pupils over the past two decades has failed to take into account the ways in which non-school factors impact their academic achievement. They noted that factors exogenous to the school, such as family background characteristics in general and mothers' employment in particular, have been and continue to

be extremely important attributes in determining poor children's academic outcomes. Overall, the findings showed that pupils whose parents increased their workforce participation in moderate to large amounts, compared to pupils whose parental workforce participation did not increase as much, experienced more negative math test score growth over the four-year study period. Given the high-stakes testing environment currently found in many schools, the study findings implies that increases in parental employment brought about by the 1996 welfare reform will ultimately have a negative impact on the academic achievement of many of the poor pupils.

Pareja and Lewis's study did not stipulate how the data collected were analyzed.The difference between the present study and that of Pareja and Lewis (2006) is in terms of scope. While their study focused on parents'(mothers and fathers) employment status, this study concentrates on working mothers only.

Nicole and Brenna (2008) investigated the influences between mothers' beliefs in control and responsiveness and adolescent academic achievement this was examined by interviewing 59 Black mothers and female guardians of adolescents, ages 11 to 19, living in a north-eastern small city or adjacent suburb in the United State of America and correlating their answers to year-end report cards of their adolescents. The selection of

sample was purposive. Demographic variables such as mothers' education level and adolescent sex were examined to determine whether they helped explain variation in adolescent grade point averages. The analyses using descriptive techniques revealed that higher mothers' beliefs in control were significantly associated with lower grade point averages.

Nicole and Brenna's (2008) study was not detailed on how the analysis was carried out descriptively. However, while Nicole and Brenna's study focused on belief of working mothers in terms of control and responsiveness, and also dealt with adolescents, this study is concerned with the views of working mothers on how their work status influence their children's academic performance.

2.6 Summary

This chapter reviewed various literature on issues of mothers' employment and children's academic performance. The theoretical framework of the study was hinged on the social biological theory which holds the view that biological differences are responsible for the differences in both the behaviour of man and woman and the roles they play in society. It was shown that the body of work assigned to mothers caring for child, home and husband fits together in a non-contradictory manner and that a woman's intense exclusive devotion to mothering is good for her pupils. It was also shown in many instances that mothers' employment has

influences on their pupils' academic performance. In one instance it was shown that working mothers tended to neglect their pupils' education as a result of their work life; and that poor academic performance is one of the problems facing the children of career mothers. While in other instances, it was established that by virtue of the fact that the mother is employed, the income level of the family is raised and pupils from high and middle class in the society have more access to educational materials which enhance their academic performance and place them at an advantage over pupils of lower class parents. Thus, mothers' employment increases family income, family status, intake of nutritional food and increase in academic performance by their pupils. Other influence research works were also reviewed for similarities and differences. The present study is therefore justified as the existing knowledge reviewed in the literature revealed that no such study has been carried out in the Federal Capital Territory of Abuja Nigeria.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

In this chapter the methods used in carrying out the research are discussed. The chapter covers the following:

3.1 Research design

3.2 Populationfor the study

3.3 Sample and sampling technique

3.4 Instrument for data collection

3.5 Validity and Reliability of the instrument

3.6 Procedure for data collection

3.7 Procedure for Data analysis

3.2 Research Design

Descriptive research design was used for this study. The survey research method was employed in order to achieve the purposes of this study. It is a design which attempts to document current conditions or attitudes to describe what exists at the moment. This design is considered appropriate for this study, since data were collected from women who are spread over the six Area Councils of the Federal Capital Territory of Abuja.

3.3 Population for the Study

The population of the study comprises of the entire women living in Abuja, which includes women working in Hospitals, Banks, Primary schools, and secondary schools in the six Area Councils of Abuja. The Area Councils are, Gwagwalada, Kuje, Kwali, Abaji, Bwari, and Abuja Municipal. The 2006 population census puts the total population of females in the Federal Capital Territory at six hundred and seventy three thousand and sixty seven (673,067) (Source: 2006 Census figure).

3.4 Sample and Sampling Procedure

The sample size was six hundred and seventy three (673).

All the six Area Councils in the FCT were used for the study.The Multi Stage Technique was adopted, such that the population of females in the FCT (Table 3.1) were distributed by population for each of the six Area Councils. A fraction (1/1000th) of the population was determined.Selected working mothers based on that fraction were purposively selected and served as subjects for the purpose of this study. The use of fraction for research purposes is supported by Aderounmu and Aina (2002).

Awolola (2001) noted that purposive sampling technique involves arbitrary sample selection that is a good representative of the population.

Table 3.1 FCT General Population and Female population

Area Council	Population	No. of women	Selected working mothers Using Multi stage Technique
Abaji	58642	29782	30
Abuja Municipal	776298	360,347	360
Bwari	229274	113928	114
Gwagwalada	158618	78436	78
Kuje	97233	47813	48
Kwali	86174	42761	43
Total	1406239	673067	673

Source: National Census 2006

Hence, 673 respondents served as the sample size for this study (see Table 3.1) consisting of purposively selected women working in Hospitals, Banks, Primary schools, and secondary schools in the six Area Councils of Abuja.

3.5 Instrument for Data Collection

A self-designed questionnaire was used to obtain data for this study (See appendix 1).The instrument had four sections A, B, C, and D. Section A was on personaldata and had 6 questions. Section B was oneffect of mothers' employment on the supervision of home work of pupils in primary schools in Federal Capital Territory of Abuja; It provided answers toResearchQuestion 1. Section C was on mothers' employment and academicperformance of pupils in rural and urban areas; it provided answers to Research Question 2.Finally, Section D was on socio-economic status of mothers and their children's academic performance, the question required respondents to indicate from among six options the one they considered as the influence between their socio-economic status and their children's academic performance; the question providedanswers to Research Question 3.The academic performance of respondents'children was determined by sighting the results indicated in the Report Card. Which was then entered into a prepared format as shown in Appendix 2.

3.6 Validity and Reliability of the Instrument

3.6.1 Validity of the Research Instrument

To determine the content validity of the instrument, the researcher'ssupervisors and two lecturers who are experts in Measurement

and Evaluation in the Faculty of Education vetted the questionnaire. The corrections proffered were used to modify the draft of the instrument.

3.6.2 Pilot Study

The reliability of the instrument was ascertained through a pilot study. The pilot test was conducted in Suleja (a town near the FCT) using the designed questionnaire. Twenty (20) copies of the questionnaire were issued to the respondents who are working mothers in Hospitals, banks, primary schools and secondary schools on the basis of five purposively selected persons each. The objective of the pilot survey was to determine the suitability of the instrument for the study and to determine the ease and difficulty that could be encountered in answering the questions; it is also to determine whether the questionnaire instrument could address the objectives of the study.

The data collected from the respondents were coded and subjected to the Statistical Package for Social Sciences (SPSS) using the Guttmann split half. The coefficient of reliability was calculated to be 0.80. Ekeh (2003) noted that a coefficient of 0.75 and 0.85 falls within acceptable margin. Thus, the instrument is reliable.

3.7 Procedure for Data Collection

The researcher and three assistants administered the questionnaire to 673 purposively selected respondents in selected Hospitals, Banks, Primary schools, and secondary schools in the six Area Councils of Abuja, after due permission from the appropriate authority. The researcher and the three assistants retrieved the completed questionnaire on the spot. The Researcher also perused the School Report Cards of pupils of respondents who are of primary school age to note their academic performance in the last terminal examination (see Appendix 2).

3.8 Procedure for Data Analysis

Data analysis was done using mean, frequency and percentages on demographic factors. The test of hypotheses was done using the Pearson Product Moment correlation technique to analyse hypotheses 1; the t-test statistical technique was used to analyse hypothesis 2,while hypothesis 3 was analyzed using ANOVA because there are more than two variables. All were done using the computerized SPSS Package.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

The results of data analysis for purposes of this study are presented in this chapter. The chapter consists of the following:

4.1 Analysis of personal data

4.2 Answers to research questions;

4.3 Results of test of Null hypotheses;

4.4 Summary of findings; and

4.5 Discussion of findings.

4.1 Analysis of Data

Analysis of Personal Data

Table 4.1.1 Place of Work of Respondents

s/n	Place of work	Frequency	Percentage
1	Secondary school	169	25.3
2	Bank	168	24.9
3	Primary school	168	24.9
4	Hospital	168	24.9
	Total	673	100.0

Table 4.1.1 showed that 25.3% of the respondents work in the secondary schools; 24.9% of them worked in the Bank, Hospital, and primary school respectively.

Table 4.1.2 Marital Status of Respondents

s/n	Marital status	Frequency	Percentage
1	Married	511	76.0
2	Divorced	82	12.0
3	Separated	52	8.0
4	single parent	23	3.3
5	Unmarried	5	0.7
	Total	673	100.0

The data in Table 4.1.2 showed that 76.0% of the respondents were married; 12.0% were divorced; 8.0% were separated; 3.3% were single parents, while 0.7% were unmarried mothers.

Table 4.1.3 Position at Work of Respondents

s/n	Position at Work	Frequency	Percentage
1	Junior staff	387	58.0
2	Senior staff	144	21.0
3	Management staff	103	15.0
4	Director cadre	39	6.0
	Total	673	100.0

The data in Table 4.1.3 showed that the position at work of respondents. The table showed that majority (58.0%) of the respondents were junior staff; senior staff constitutes 21.0%, management staff were 15.0%, and Director Cadre were 6.0%.

Table 4.1.4 How long Respondents have been Working

s/n	Number of Years	Frequency	Percentage
1	Below 5	358	54.0
2	5 to 10	156	23.0
3	11 to 15	117	17.0
4	above 15	42	6.0
	Total	673	100.0

The data in Table 4.1.4 showed that 54.0% of the respondents (constituting majority) have been working for less than 5 years. 23.0% were working for 5 to 10 years, 17.0% were working for 11 to 15 years, while 6.0% worked for above 15 years.

Table 4.1.5 Time Respondents went to Work

s/n	Time of going to work	Frequency	Percentage

1	8a.m	604	90.0
2	7a.m	41	6.0
3	6a.m	28	4.0
4	after 8a.m	0	0.0
	Total	673	100.0

Table 4.1.5 revealedthat majority (90.0%) of the respondents report to work at 8.00a.m; 6.0% indicated 7.00 a.m.; and 4.0% indicated 6.00 a.m. None (0.0%) of the respondents indicated going to work after 8 a.m.

Table 4.1.6 Time Respondents get back home after work

s/n	Time respondents get back home	Frequency	Percentage
1	6.00p.m	422	63.0
2	before 5.00p.m	199	30.0
3	7.00p.m	40	6.0
4	8.00p.m and above	12	1.0
	Total	673	100.0

The data in Table 4.1.6 showed that majority (63.0%) of the respondents get back from work at 6.00 p.m.; 30.0% indicated before 5.00p.m; 6.0% indicated7.00p.m; while 1.0% indicated 8.00pm and above.

Table 4.1.7 Time of sleep of Respondents' children

s/n	Time of sleep of respondents pupils	Frequency	Percentage
1	9.00p.m	567	84.0
2	8.00p.m	106	16.0
3	later than 9.00p.m	0	0.0
	Total	673	100.0

The data in Table 4.1.7 showed the time of sleep of respondents' pupils. The table showed that majority (84.0%) of the respondents indicated that theirpupils' sleeps at 9.00p.m; while 16.0% indicated 8.00p.m. None (0.0%) of the respondents indicated later than 9.00p.m.

Table 4.1.8 Level of Education of Respondents

s/n	Level of education	Frequency	Percentage
1	First degree and above	334	50.0

2	NCE/OND	169	25.0
3	HND	87	13.0
4	Secondary	47	7.0
5	Primary	28	4.0
6	Teachers grade two	8	1.0
	Total	673	100.0

Table 4.1.8 revealed that majority (50.0%) of the respondents had first degree and above. The table also showed the level of education of other respondents as, NCE/OND (25.0%),HND (13.0%), secondary (7.0%), primary (4.0%), and, teachers grade two (1.0%).

Table 4.1.9 Age Group of Respondents

s/n	Age group	Frequency	Percentage
1	25 to 45years	409	61.0
2	above 45- 55years	234	35.0
3	below 25years	19	3.0
4	above 55 years	11	2.0
	Total	673	100.0

The data in Table 4.1.9 showed that the age group of majority (61.0%) of the respondents is 25 to 45;35.0% indicated above 45 to 55 years, 3.0% indicated below 25 years, while 2.0% indicated above 55 years.

Table 4.1.10 Number of Hours Respondents Work per Day

s/n	Number of Hours	Frequency	Percentage
1	above 8 hours	445	66.0
2	8 hours	206	31.0
3	5 to 7 hours	22	3.0
4	less than 5 hours	0	0.0
	Total	673	100.0

The number of hours respondents work per day is indicated in Table 4.1.10. The table showed that majority (66.0%) of the respondents work above 8 hours a day; 31.0% indicated that they worked8.00 hours; while 3.0% indicated5 to 7 hours.None(0.0%) of the respondents indicated less than 5 hours.

Table 4.1.11 Number of Children of Respondents

s/n	Number of Children	Frequency	Percentage

1	4 and above	472	70.0
2	1	102	15.0
3	2	67	10.0
4	3	32	5.0
	Total	673	100.0

Table 4.1,11 showed that 70.0% of the respondents had 4 childrenand above; 15.0% indicated 1 child; 10.0% indicated 2 children; while 5.0% indicated 3 children.

Table 4.1.12 Number of Children living in the Home of Respondents

s/n	Number of children	Frequency	Percentage
1	4 and above	566	83.0
2	1	78	11.0
3	3	32	4.5
4	2	11	1.5
	Total	673	100.0

Table 4.1.12 showed that majority (83.0%) of the respondents indicated 4 and above children; 11.0% indicated 1 child; 4.5% indicated 3 children; while 1.5% indicated 2 children.

Answers to Research Questions

Research Question 1:

What is the effect of mothers' employment on the supervision of home work of pupils in primary schools in Federal Capital Territory of Abuja?

Table 4.1.13 Those in charge of Respondents' Children's home work

s/n	Responses	Frequency	Percentage
1	Myself	407	61.0
2	Lesson teacher	122	18.0
3	Nanny or house help	81	12.0
4	Elder sibling	56	8.0
5	My husband	7	1.0
	Total	673	100.0

Table 4.1.13 showed those who were in charge of respondents' children's home work. The table revealed that majority (61.0%) of the respondents indicated that they were personally in charge of their children's home work; 18.0% indicated lesson teacher; 12.0% indicated Nanny or house help; 8.0% indicated elder sibling, while1.0% indicated that their husband was incharge of their children's home work.

Table 4.1.14 Frequency of Supervision of Respondents' Children's School work/ Home work

s/n	Frequency of Supervision	Frequency	Percentage
1	Occasionally	499	74.0
2	Rarely	151	22.0
3	At all times	23	3.0
4	Never	0	0.0
	Total	**673**	**100.0**

Table 4.1.14revealed that majority (74.0%) of the respondents occasionally supervised their children's school work/home work; 22.0% indicated that they rarely supervised their children's school work/home work; while 3.0% indicated that they supervised their children's home work at all times. However, none (0.0%) of the respondents indicated never.

Research Question 2:

What is the effect of mothers' employments on academic performance of Pupils in primary schools in rural and urban areas of the Federal Capital Territory?

Table 4.1.15Location of Respondents

s/n	Location	Frequency	Percentage
1	Urban	596	89.0
2	Rural	77	11.0
	Total	673	100.0

The data in Table 4.1.15 showed that majority (89.0) of the respondents were located in urban areas, while 11.0% of the respondents were located in rural areas. The results of children of working mothers derived from their Report Cards (as summarized in Appendix 2) were analysed and the result presented in Table 4.16.

Table 4.1.16 School Results of Academic Performance of Pupils of Mothers from Rural and Urban Areas

s/n	Position in Class	Rural Dwellers		Urban Dwellers	
		Frequency	Percentage	frequency	Percentage

1	4th to 10thposition	31	40.0	469	79.0
2	1st to 3rd position	8	10.0	90	15.0
3	11th to 20th position	23	30.0	33	5.5
4	21stand above	15	20.0	4	0.5
	Total	77	100.0	596	100.0

Table 4.1.16 showed that school results of more pupils of mothers from urban areas (79.0%) than pupils of mothers from rural areas (40.0%) indicated that their pupils' academic performance was such that their position in class was between the top 4th to 10th position; indicating an impressive performance; 1st to 3rd position recorded low percentages of 10.0% for mothers from rural areas and 15.0% for mothers from urban areas.

However, more pupils of mothers from rural areas (30.0%) than pupils of mothers from urban areas (5.5%) had positions in class of between 11th to 20th position; while more pupils of mothers from rural areas (20.0%) than pupils of mothers from urban areas (0.5%) had positions in class of 21st and above.

Research Question 3:

How has the socio-economic status of employed mothers influence the academic performance of their children?

Table 4.1.17 Grade Level of Respondents

s/n	Grade Level	Frequency	Percentage
1	GL 08	287	43.0
2	GL 10	112	17.0
3	GL 09	100	15.0
4	GL 12	53	8.0
5	GL 07	50	7.0
6	GL13 and above	39	6.0
7	Below GL 07	32	4.0
	Total	673	100.0

Table 4.1.17 showed that 43.0% of the respondents were on grade level 8; 17.0% were on GL 10; 15.0% were on GL 09; 8.0% were on GL 12; 7.0% were on GL 07; 6.0% were on GL 13 and above; while, 4.0% were on below GL 07.

Table 4.1.18 Income per month of Respondents

s/n	Income per Month	Frequency	Percentage
1	₦ 30,000 to ₦ 60,000	437	65.0
2	₦ 61,000 to ₦ 90,000	165	25.0
3	above ₦ 90,000	39	6.0

4	below ₦30,000	32	4.0
	Total	673	100.0

The data in Table 4.18 showed that the income per month of majority (65.0%) of the respondents is ₦ 30,000 to ₦ 60,000; 25.0% indicated ₦ 61,000 to ₦ 90,000 income per month;6.0% indicated above ₦90,000; finally, 4.0% of the respondents indicated below ₦30, 000.

Table 4.1.19Influenceof socio-economic statusof respondents on theirpupils' academic performance

s/n	Influence	Frequency	Percentage
1	My children have access to nutritional food that enhance their academic performance	319	47.0
2	I have better home environment that makes for better academic performance	112	17.0
3	Available resources to pay school fees that promotes better academic performance	100	15.0
4	My socio-economic status makes it possible to hire a teacher for home coaching for better performance	53	8.0
5	Easy access to educational materials that leads to good academic performance	50	7.0
6	Exposure to computers and other facilities that improves academic performance	39	6.0
	Total	673	100.0

Table 4.1.19 showed the influence between socio-economic status of respondents and their pupils' academic performance. The table showed that 47.0% of the respondents indicated that theirchildren have access to nutritional food that enhance their academic performance; 17.0% indicated Better home environment; 15.0% indicated Available resources to pay school fees; 8.0% indicated Hiring of a teacher for home coaching; 7.0% indicated easy access to educational materials; and, 6.0% indicated

Exposure to computers and other facilities that improves academic performance.

Table4. 1.20 General Views of Respondents

s/n	Items	All the time	%	occasionally	%	Rarely	%	Never	%	Total
1	Whenever my child is ill, he/she receives prompt medical attention	661	98.0	12	2.0	0	0.0	0	0.0	673
2	My child's school fees is paid on schedule.	561	83.0	90	13.0	22	3.0	0	0.0	673
3	I give a balanced diet lunch pack to my child to take to school	499	74.0	155	23.0	19	3.0	0	0.0	673
4	I purchase all recommended textbooks, exercise books and writing materials for my child	436	65.0	218	32.0	19	3.0	0	0.0	673
5	My child is picked up promptly to school and from school.	219	33.0	429	64.0	25	3.0	0	0.0	673

Table 4.1.20 showed that 98.0% of the respondents indicated that whenever their pupils were ill, they received prompt medical attention all the time; 83.0% of the respondents indicated that their pupils' school fees were paid on schedule all the time; 74.0% of the respondents indicated

that they gave balanced diet lunch pack to their pupils to take to school all the time; 65.0%of the respondents purchased all recommended textbooks, exercise books and writing materials for their pupils all the time; and, 64.0% of the respondents indicated that their pupils were picked up promptly to school and from school occasionally.

4.2 Test of Null Hypotheses

The results of test of null hypotheses for the purpose of this study are presented as follows:

4.2.1 Null Hypothesis 1:

There is no significant effect of mothers' employment on the supervision of home work of pupils in primary schools in Federal Capital Territory of Abuja.

Subjecting the data in Appendix 2 to the Pearson Product Moment Correlation Techniqueusing SPSS yielded the data in Table 4.2.1

Table 4.2.1 Result of test of null hypothesis on significant influence of mothers' employment on the academic performance of pupils in primary schools

Variable	N	df	Mean	r	Decision (0.05 level)
Rural	4	3	19.25	0.74	Significant
Urban	4	3	149.0		

The data in Table 4.2.1 showed that the correlation of mothers' employment withpupils' academic performance yielded a r -value of 0.74. This indicated a 74.0% correlationbetween mothers' employment andpupils' academic performance. Thus, there is a significant positive influence of mothers' employment on the academic performance of pupils in primary schools in Federal Capital Territory of Abuja at the 0.05 level of significance. The first Null Hypothesis is therefore rejected.

4.2.2 Null Hypothesis 2:

There is no significant difference on how mothers' employment influence academic performance of pupils in rural and urban areas.

Subjecting the data in Appendix 2 to the t-test statistical technique using SPSS yielded the data in Table 4.2.2 below:

Table 4.2.2Result of test of null hypothesis on how mothers' employment influence academic performance of pupils in rural and urban areas

variable	N	df	Mean	SD	t	Decision (0.05 level)

Rural	4	3	19.25	9.945	3.87	Significant
Urban	4	3	149.0	216.30		

Subjecting the second hypothesis to the t-test statistical technique, as shown in Table 4.2.2, using the Special Package for Social Sciences (SPSS) yielded a calculated t-value of 3.87 which is greater than the table value of 3.18 at the 0.05 level of significance, indicating a significant difference on how mothers' employment influence academic performance of pupils in rural and urban areas.

. Thus, the second Null Hypothesis is rejected.

4.2.3 Null Hypothesis 3:

There is no significant influencebetween the socio-economic status of employed mothers and the academic performance of their pupils in primary schools in Federal Capital Territory of Abuja.

Table 4.2.3Influence of the socio-economic status of employed mothers and the academic performance of their pupils

		Socio-economic status of Respondents using Income Earned								
s/n	Academic Performance (in positions)	below ₦30,000		₦ 30,000 to ₦ 60,000		₦61,000 to ₦90,000		Above ₦90,000		Total
		F	%	F	%	F	%	F	%	

1	1st to 3rd position	5	16.0	71	16.0	7	4.0	15	39.0	98
2	4th to 10th position	0	0.0	318	73.0	158	96.0	24	61.0	500
3	11th to 20th position	14	44.0	42	10.0	0	0.0	0	0.0	56
4	21stand above	13	40.0	6	1.0	0	0.0	0	0.0	19
	Total	32	100	437	100	165	100	39	100	673

Table 4.2.3 showed the influence between the socio-economic status of employed mothers and the academic performance of their pupils in primary schools in Federal Capital Territory of Abuja. The Table showed that, for respondents earning ₦61,000 to ₦90,000, majority (96.0%) indicated that their pupils' position fell between 4th to 10th position; the bulk (73.0%) of those earning ₦30,000 to ₦60,000 indicated that their pupils' positions fellbetween 4th to 10th position; for respondents earning above ₦90,000 , majority of them (61.0%) indicated that their pupils' position fell within 4th to 10th position; and finally, those who earn below ₦30,000 had majority (44.0%) of their pupils with 11th to 20th position;. Thus, it can be seen that, apart from those earning below ₦30,000 with majority of their pupils' position falling below 11th position, all those earning above ₦ 30,000 had majority of their pupils' position between 4th to 10th .

Table 4.2.4 Correlation result on socio-economic status of employed mothers and the academic performance of their pupils

		Sum of Squares	df	Mean Square	F	Sig.
A	Between Groups	134.000	3	44.667	.	.
	Within Groups	.000	0	.	.	
	Total	134.000	3		.	.
B	Between Groups	60222.750	3	20074.250		.
	Within Groups	.000	0	.		
	Total	60222.750	3			S.
C	Between Groups	18206.750	3	6068.917	3.3	
	Within Groups	.000	0	.	.	
	Total	18206.750	3			
D	Between Groups	420.750	3	140.250		
	Within Groups	.000	0	.		
	Total	420.750	3			

The data in table 4.2.4 showedthe result of the analysis of socio-economic status of employed mothers and the academic performance of their pupils which yielded F-value of 3.3. This indicates a significant relationshipbetween the socio-economic factors of employed mothers and the academic performance of their pupils. Thus, there is a significant positive influence between the socio-economic status of employed mothers

and the academic performance of their pupils in primary schools in Federal Capital Territory of Abuja at the 0.05 level. The third Null Hypothesis is therefore rejected.

4.3 Summary of Findings

The findings revealed that:

1. majority (74.0%) of the respondents occasionally supervised their children's school work/home work; 61.0% indicated that they were personally in charge of their children's home work.

2. eighty nine percent (89.0%) of the respondents were located in urban areas; More pupilsof mothers from urban areas (79.0%) than pupils of mothers from rural areas (40.0%) had school results that indicated their position in class was between the top 4^{th} to 10^{th} position; On the whole, 74.0% of the respondents' pupils had 4^{th} to 10^{th} position in their class examination; and,

3. ninety eight percent (98.0%) of the respondents indicated that whenever their pupils were ill, they received prompt medical attention all the time; 83.0% of the respondents indicated that their pupils' school fees were paid on schedule all the time; 74.0% of the respondents indicated that they gave

balanced diet lunch pack to their pupils to take to school all the time; The income per month of majority (65.0%) of the respondents was ₦ 30,000 to ₦ 60,000; 65.0% of the respondents purchased all recommended textbooks, exercise books and writing materials for their pupils all the time.

4.4 Discussion of Findings

The findings revealed that, majority (74.0%) of the respondents occasionally supervised their pupils' school work/home work; 61.0% indicated that they were personally in charge of pupils' home work.This agreed with the assertion of (Goode, 1992), when he asserted that research indicates that women employed full time outside the home report higher degrees of marital and work satisfaction than full time housewives especially if they are more educated and hold higher paying interesting jobs or careers . Also, Lindsay (1994) asserted that success stories abound of women who have had it all, great marriages, wonderful pupils and rewarding careers. According to her, studies have shown that women in paid employment have a higher self-esteem and mental health than those in domestic and unpaid household production.

Findings of the study revealed that majority (89.0%) of the respondents were located in urban areas; More pupilsof mothers from urban areas (79.0%) than pupils of mothers from rural areas (40.0%) had school results that indicated their position in class was between the top 4th

to 10th position; On the whole, 74.0% of the respondents' pupils had 4th to 10th position in their class examination. This is in contrast to Igube and Ejaro (2003) investigation that there is aninfluence between working mothers, family instability and pupils' education, and that working mothers tended to neglect their pupils' welfare as a result of their work life; and that, about one-third of the working mothers' pupils suffered as a result of this neglect, and that it is a matter of concern that about 22 per cent of the pupils experienced health problems due to mothers' neglect, and poor nutrition often results in ill health; and that the combination of poor feeding and ill health are likely to have a negative impact on the pupils' education; and that, a hungry child will find it difficult to concentrate on his/her studies, furthermore, a sick child, will miss school, have a low level of concentration, and as a result come out with poor academic performance. The findings is also supported by Uche (1991) who observed that pupils from rural areas were withdrawn from school during farming seasons or spent time looking after younger siblings. This is contrasted with life in the urban centres where parents, most of whom were professionals understand the value of education.

The findings of the study revealed that the income per month of majority (65.0%) of the respondents is ₦30,000 to ₦ 60,000; Majority

(65.0%) of the respondents purchased all recommended textbooks, exercise books and writing materials for their pupils all the time; 74.0% of the respondents indicated that they gave balanced diet lunch pack to their pupils to take to school all the time; 83.0 of the respondents indicated that their pupils' school fees were paid on schedule all the time; and, 98.0% of the respondents indicated that whenever their pupils were ill, they received prompt medical attention all the time. These findings were supported by Sarigian (1990) who established a link between parental educational status and pupils' educational attainment, and that this holds true whether in rural or urban settings. According to him, incidents of anaemia and retarded growth were common among the pupils from low family profile and low income, whereas parents with high educational attainment and higher incomes have little cases of anaemia and retarded growth in pupils. Also, Krieseberg (1990) reported that the middle class family was more supportive and rewarding of academic achievement than the lower class family. Furthermore, Chancham (1990) observed that the family moral and economic factor influenced the development of pupils' personality; and that the mothers' early care provides a stepping stone for the nursery school teachers. This view is supported by Uche (1991) who observed that the family has a remarkable influence on the child's academic achievement,

and that pupils learn faster at home when the family motivates them towards education and contributes to their success in school. He further observed that parents' religious belief, their philosophies of life, prestige, social status, political powers, and all acts as factors that influence the child's academic achievement.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter is presented under the following sub heading:

5.1 summary,

5.2 conclusion,

5.3 recommendations,

5.4 implications of the study,

5.5 limitation of the study,

5.6 suggestion for further research work.

5.1 Summary

The study focused on the influence of mothers' employment on the academic performance of pupils of primary school age in Federal Capital Territory of Abuja; its objectives are, to determine:

1. the effect of mothers' employment on the supervision of home work of pupils in primary schools in Federal Capital Territory of Abuja;
2. how mothers' employment influence academic performance of pupils in primary schoolsin rural and urban areas of the Federal Capital Territory;
3. the extent to which the socio-economic status of employed mothers influence the academic performance of their children.

The review of literature highlighted various issues of mothers' employment and pupils' academic performance. The theoretical framework of the study was hinged on the social biological theory which holds the view that biological differences are responsible for the differences in both the behaviour of man and woman and the roles they play in society. It was shown that the body of work assigned to mothers caring for child, home and husband fits together in a non-contradictory manner and that a woman's intense exclusive devotion to mothering is good for her pupils. It was also shown in many instances that mothers' employment has influence on their pupils' academic performance.

The survey research method was employed in which 673 respondents consisting of purposively selected women working in Hospitals, Banks, Primary schools, and secondary schools, in the six Area Councils of

Abuja, served as subjects. The questionnaire designed by the researcher and subjected to the processes of validity and reliability served as instrument for data collection. The collected data were then analysed using mean, frequency and percentages on demographic factors. The test of null hypotheses was done using the t-test statistical technique and the Pearson Product Moment correlation technique, using the computerized SPSS Package. The findings revealed that:

1. majority (74.0%) of the respondents occasionally supervised their pupils' school work/home work; 61.0% indicated that they were personally in charge of pupils' home work.

2. eighty nine percent (89.0%) of the respondents were located in urban areas; More pupilsof mothers from urban areas (79.0%) than pupils of mothers from rural areas (40.0%) had school results that indicated their position in class was between the top 4^{th} to 10^{th} position; On the whole, 74.0% of the respondents' pupils had 4^{th} to 10^{th} position in their class examination; and,

3. ninety eight percent (98.0%) of the respondents indicated that whenever their pupils were ill, they received prompt medical attention all the time;

83.0% of the respondents indicated that their pupils' school fees were paid on schedule all the time; 74.0% of the respondents indicated that they gave balanced diet lunch pack to their pupils to take to school all the time; The income per month of majority (65.0%) of the respondents was ₦ 30,000 to ₦ 60,000; 65.0% of the respondents purchased all recommended textbooks, exercise books and writing materials for their pupils all the time.

5.2Conclusion

On the basis of the findings of this study, the following conclusions were drawn:

- majority of employed mothers supervised their pupils' school work/home work;
- eighty nine percent (89.0%) of employed mothers are located in urban areas, and more children of mothers from urban areas (79.0%) than children of mothers from rural areas (40.0%) have school results that indicated their position in class was between the top 4^{th} to 10^{th} position;

- over ninety percent of employed mothers' children receive prompt medical attention all the time, had their pupils' school fees paid on schedule, had balanced diet lunch pack to take to school all the time, and, had all recommended textbooks, exercise books and writing materials purchased.

5.3 Recommendations

The study recommended the following:-

1. Government should put up programmes that will encourage mothers to take up paid employment as they can still supervise their pupils' school work/home work to achieve academic performance of above average for their pupils.
2. The Federal Capital Territory Minister should organise programmes that support the working mothers in rural areas that will make them compete favourably with their counterparts in the urban areas.
3. The Minister of the Federal Capital Territory should give priority to working mothers in terms of job opportunities considering the fact that they support their families by providing prompt medical attention whenever their pupils are ill, paid their pupils' school fees on schedule all the time, and purchased all recommended textbooks, exercise books and writing materials for their pupils all the time.

5.4Implications of the Study

- Home Economics teachers by virtue of the study are now acquainted with the influence of mothers' employment on the academic performance ofpupils in primary schools.
- The society at large would find the study very valuableas it reveals the influence of mothers' employment on the academic performance of pupils of primary school age in Federal Capital Territory of Abuja; which will consequently encourage more mothers to take up paid employments. The implication of this is that the performance of primary school pupils whose mothers have joined the rank of working mothers will improve drastically.
- The study served as guide book/manual for Home Economics teachers on the socio-economic status of employed mothers influence on the academic performance ofpupils in primary schools.
- The study could serve as reference document to curriculum planners formulating Home Economics topics on the influence of mothers' employment on academic performance of pupils in primary schools.

- Home Economic teachers could make reference to the socio-economic status of working mothers on their children's academic achievement in primary schools.

5.5 Suggestions for Further Research Work

The following are suggested as areas for further research work:

- There is the need to investigate the proportion of working mothers who are single mothers and the influence of their status on the academic performance of their children;
- A study can be carried out to find the role of house-helps in the academic performance ofchildren of employed mothers;
- A research can be conducted on how the socio-economic status of husbands of employed mothers influence the academic performance oftheir children in primary schools.

REFERENCE

Ademola, A. (1995). *Home Management for Schools and Colleges*. Ibadan. Africana-Feb Publishers Ltd. pp. 23-40

Aderounmu, O. & Aina, O. (2002) *Managing the Nigerian Education*

Enterprise. Lagos: John west Publications Ltd. p. 198.

Adetoye, L.A. (1990). *Human Psychology*. London. London Press Publication. pp.112-114

Akogun, G.M. (1998). Feeding the Family: Nutritional Perspective. Ilorin. *Journal of Arts and Social Sciences*, 1 (1): 147 – 152.

Alabi, A. (1999). Personal Problem of Secondary School Pupils. Unpublished Seminar Paper. University of Ilorin. pp.2-4

Amram, J. (2005). Influences and Position of Low Income Status of Families in the Society. A Paper Presented at the Department of Vocational and Technical Education, Home Economic unit, Ahmadu Bello University Zaria.pp.1-3

Anjorin, A. A.(1996). Influences of Malnutrition on School Aged Pupils A.B.U Zaria. An unpublished B.Ed Project Work. pp.23-26

Awolola, J. B (2001). Research Methodology. In Adegboye, A.O (ed.) *Research Project Report (A practical Guide)*. Ilorin. Kola Success Printers.p.51

Barguma, V. C. (1998). "The Social and Academic Consequences of Divorce for Adolescent Pupils in Kala'a Village in Adamawa State".

An Unpublished Bachelor of Education Research Project Submitted to the Department of Vocational and Technical Education, Faculty of Education, Ahmadu Bello University Zaria. pp.1-101

Bello, H. M. (1998). A Study of the Influence Between Broken Home and the Academic Performance of Primary School Pupils. An Unpublished Bachelor of Education Research Project Submitted to the Department of Vocational and Technical Education, Faculty of Education, Ahmadu Bello University Zaria.pp. 10-16

Bianchi, S. M. (2000). Mothers' Employment and Time With Pupils: Dramatic Change or Surprising Continuity. *Demography* 37, 401-414.

Capper, J. (1996). *Testing to Learn: Learning to Test*. Newark, Delaware: International Reading.pp.78-99

Chaddock, G. (1999). Learning: K-12: Say Goodbye to "Latck-Key" Kids. *Christian Science Monitor.* 91 (245), 14.

Chancham, S .S. (1990). *Advanced Educational Psychology*. London. Vicas Publishing House Publication Ltd. pp. 70-77

Connie, R. S. (1997). *Families Today*. New York. McGraw-Hill Company.pp. 17-22

DeGenova, M. K. & Rice, F. P. (2002). *Intimate Influences, Marriages, and Families*. New York. McGraw-Hill Publication.Pp. 101-110

Dele, A. (1992). *Child Psychology*. New York. McDonald Press. Pp.55-69

Demeis, D. K. and Perkins, H. W. (1996), "Super Moms" of the Nineties, *Journal of Family Issues*,17,777-792.

Dong-Beom, C.J (2000).The influence of mothers' employment on school children's educational aspirations in South Korea.*Journal of Research in Childhood Education.www.hihgj-beam.com/Journal of Research in Childhood Education/ Publications.*aspx. Downloaded on 24th October 2010.pp.17-28

Douglas, A. (1995). *Career Guide: A Practical Approach*. New York.

Harper and Row Publication.pp.47-68

Ekeh, F.I. (2003). *Research Methodology and Statistics in Education.* Nsukka. Madol Graphic Designer.pp.13-33

Enoh, A.O. (2001). The Principle of Equality of Educational Opportunity.

Elements of Education and Society. Jos. Fab Anieh Nigeria Ltd.pp.60-71

Federal Government of Nigeria(2004). *National Policy on Education, 4th*

Edition. Yaba: NERDC Press.pp.1-9

Freuddiger, P. (1983). Life Satisfaction among Three Categories of

Married Women. *Journal of Marriage and the Family* (February), pp.

213-219.

Ganthier, A. H. (1996). *The State and the Family*. Oxford Clerendon Publication. pp.100-112

Goode, W. (1982). *The Family*. Englewood Cliffs: Prentice Hall Inc.pp.17-24

Hoffman. M (1998).The Influences of the Mothers' Employment on the Family and the Child.
www.parenthood.library.wisc.edu/workgroup.html
Downloaded on 24th October 2010.pp.12-27

Hoffnan, M. (1994). Motherhood: Contemporary Conflict for Women in Freeman, J. O. (ed). *Women: A Feminist Perspective*. London. Pa'lo ATC Publication.Pp.77-98

Hornby, A.S. (2006). *Oxford Advanced Learners Dictionary of Current English*. London: Oxford University Press.pp.11-44

Hyman, C. (1997). *Changing Values Among Women*. New York: Macmillan Publication.pp.54-57

Igube, I.B. & Ejaro, S.O. (2003). Working Mothers and Family Instability: Implications for Pupils' Education. *Abuja Journal of Education*. 5(1). 81-104.

Kessler, R. I, & McRae, J. (1992). The Influences of Wives Employment on Men and Women. *American Sociological Review*. Vol. 47:216-226.

Kimmel, M. S. & Aronson, A. (2000). *The Gendered Society Reader*. New York: Oxford University Press. pp.115-119

Kriesberg, A. (1990). *Parents, Jobs, and Pupils Life. The Child*. New York. McGraw Hill.Pp. *89-96*

Lindsay, L. L. (1996). *Gender Roles: A Sociological Perspective*. Englewood Cliffs: Prentice Hall Inc.pp.6-70

Mohammed, S.I (1999). Female and Girl-Child Education in Nigeria. Universal Basic Education for Nigeria: *Proceedings of the Education Mini Summit Abuja*, Monday 29th November 1999. Zaria: Ahmadu Bello University Press Ltd.pp.10-18

Murkhajee. J. (2001). Educational Psychology.Calcutta, India: P.J Basu publishing Company. pp 390 - 421

Musgrave, W. (1998). *Family and Nation.* New York. Harcourt Press. pp.24-48

Mustapha, S.K (2008). Educating the Girl Child: A Panacea for Economic Development. Paper Presented at the Stake Holders meeting held at the National Institute for Policy and Strategic Studies, Kuru Plateau State. Pp 34-42.

Nicole M. A & Brenna H. (2008). Parenting Style and Black Adolescents' Academic Achievement. www.jbp.sagepub.com pp3-9 Downloaded on 24th October 2010.

Ogunlade, A. J. (1995). Family Environment and Educational Attainment. Unpublished M.Ed. Thesis, University of Ilorin.pp. 25-78

Okonkwo, G. O. (1998). The Influence of Family Background on Academic Performance of Pupils in Secondary Schools in Sokoto Local Government Area of Sokoto State. An Unpublished Bachelor of Education Research Project Submitted to the Department of Vocational and Technical Education, Faculty of Education, Ahmadu Bello University Zaria.pp.4-89

Olusanya, J.O; Eyisi, O; Ogunyide, A.J; and Egbichulam, B.(1990). *Food and Nutrition for Senior Secondary School 1-3*. Ibadan University Press.pp.36-129

Omotosho, F.A. (1998). A Survey of Working Women's Opinion on Involvement of Men and Women in the Educational Training of Pupils. *Journal of Vocational and Technical Studies*. Vol. 1, No. 1, Sept. pp. 188-197.

Oyetunde, T.O.(2004). *Examination and Educational Standards*. In Oyetunde, T.O; Mallum, Y.A; and Andzayi, C.A (eds). The Practice of Teaching: Perspectives and Strategies. Jos. LECAPS Publishers.pp.56-78

Pareja, A. S. & Lewis, D. A. (2006) The Influence of Parental Employment on Pupils' Academic Achievement in the Context of Welfare Reform *Paper presented at the annual meeting of theAmerican Sociological Association, Montreal, Quebec, Canada*, Aug 11, 2006. 2009-05-25 http://www.allacademic.com/meta/p103811_index.html. Retrieved on 24th October 2010.pp.131-203

Plang, J.(2001). Male-Female Earning Differentials in the Labour Market. *Humanity: Jos Journal of General Studies*. 3(1) May 2001: 144-147.

Ram, B. (2000). Current Issues in Family Planning Demography: Canadian Examples. *Canadian Studies in Population*, 27,1-41.

Robinson, J. P., Godbay, G. & Joacobson, A. J. (1999). *Time for Life: The Surprising Ways Americans Use Their Time*. New York: Pennsylvania State University Press. pp.24-58

Sarigian, A. O. (1990). *The Psychology of Learning in the Classroom*. London: Macmillan Publication.pp. 104-156

Tirossi, G. (1998). *Non-School Hours: Mobilising School and Community*

Resources. Washington, D.C. U.S. Government Printing Office.

Uche, U. (1991). *A Sociology for NCE Pupils: A Study in Foundation of Education*. London: George Allen and Unwin Publishers Ltd.pp. 78-143

Vendell, D. L, & Ramanan, J. (2005). Influences of Early and Recent Mothers' Employment on Pupils from Low Income Families. *Child Development*. 63(4): Pp. 938-949 Downloaded on 22nd June 2010.

Verbrugge, L.M. & Madans, J. H. (1995). Women's Roles and Health. *American Demographics*. Vol. 8:35-39.

APPENDIX I
QUESTIONNAIRE

Home Economics Section,

Department of Vocational and

Technical Education,

Ahmadu Bello University Zaria

Dear Respondents,

This questionnaire is strictly for research purpose in partial fulfilment of the requirements for the award of Master of Education Degree in Home Economics (Home Management) in Ahmadu Bello University Zaria. Kindly provide honest responses to the questions. You are not required to indicate your name to protect your identity.

Thanks for your contribution.

Yours faithfully,

Felicia Omolola JOSHUA

Instruction: Kindly tick [✓] the appropriate option(s) in the spaces provided in the questions as applicable to you.

SECTION A: PERSONAL DATA

1. Where do you work?
   a. Hospital ☐
   b. Bank ☐
   c. Primary school ☐
   d. Secondary school ☐
2. Marital status
   (a) Married ☐
   (b) Separated ☐
   (c) Divorced ☐
   (d) unmarried ☐
   (e) single parent ☐
3. Your position at work (a) Junior staff ☐ (b) Senior staff ☐
   (c) Management staff ☐ (d) Director cadre ☐
4. How long have you been working?
   (a) Below 5 years ☐ (b) 5 to 10 years ☐ (c) 11 to 15 years ☐
   (d) above 15 years ☐
5. When do you go to work (a) 6a.m ☐ (b) 7 a.m ☐ 8 a.m ☐ (c) after 8 a.m ☐
6. When do you get back home after work ?
   (a) before 5.00 p.m ☐ (b) 6.00 p.m ☐ (c) 7.00 p.m ☐

(d) 8.00p.m and above ☐

7. When does your child sleep?

(a) 8.00 p.m ☐ (b) 9.00 p.m ☐ (c) later than 9.00p.m ☐

8. Level of your education

(a) primary ☐

(b) Secondary ☐

(c) Teachers grade two ☐

(d) NCE/OND ☐

(e) HND ☐

(f) First degree and above ☐

9. How old are you ?

(a) below 25years ☐ (b) 25 to 45years ☐

(c) above 45- 55years ☐ (d) above 55 years ☐

10. How many hours do you work per day?

(a) less than 5 hours ☐

(b) 5 to 7 hours ☐ (c) 8 hours ☐ (d) above 8 hours ☐

11. How many children do you have?

(a) 1 ☐ (b) 2 ☐ (c) 3 ☐ (d) 4 and above ☐

12. How many children do you have living with you at home?

(a) 1 ☐ (b) 2 ☐ (c) 3 ☐ (d) 4 and above ☐

SECTION B: MOTHERS' EMPLOYMENT AND ACADEMIC PERFORMANCE OF PUPILS

13. Who is in charge of your child's school homework ?

(a) myself ☐ (b) elder sibling ☐

(c) my husband ☐ (d) lesson teacher ☐

(e) Nanny or house help ☐

14. Do you make out time to supervise your child/children's school work and homework?

(a) at all times ☐ (b) occasionally ☐ (c) rarely ☐

(d) Never ☐

SECTION C: MOTHERS' EMPLOYMENT AND ACADEMIC PERFORMANCE OF PUPILS IN RURAL AND URBAN AREAS

15. Your location: (a) Rural ☐ (b) Urban ☐

16. Kindly present your child/ward's school report card for sighting of performance.

SECTION D: SOCIO-ECONOMIC STATUS OF MOTHERS ANDPUPILS' ACADEMIC PERFORMANCE

17. Your present grade level (a) Below GL O7 ☐ (b) GL 07 ☐

(c) GL 08 ☐ (d) GL O9 ☐ (e) GL 10 ☐ (f) GL 12 ☐

(g) GL 13 and above ☐

18. What is your present income per month

(a) below N30,000 ☐ (b) N30,000 to N60,000 ☐

(c) 61,000 to N90,000 ☐ (d) above N90,000 ☐

19. Which of the following do you consider as the influence between your socio-economic status and your pupils academic performance?

(a) My children have access to nutritional food that enhance their academic performance ☐

(b) I have better home environment that makes for better academic performance ☐

(c) Available resources to pay school fees that promotes better academic performance ☐

(d) My socio-economic status makes it possible to hire a teacher for home coaching for better performance ☐

(e) Easy access to educational materials that leads to good academic performance ☐

(f) Exposure to computers and other facilities that improves academic performance ☐

19. Express your view on the following:

s/n	Items	All the time	occasionally	Rarely	Never
1	I purchase all recommended textbooks, exercise books and writing materials for my child				
2	I give a balanced diet lunch pack to my child to take to school				
3	My child's school fees is paid on schedule.				
4	Whenever my child is ill, he/she receives prompt medical attention				

5	My child is picked up promptly to school and from school.				

APPENDIX 2

END OF SECOND TERM (2013/2014) POSITIONS OF PUPILS OF RESPONDENTS IN URBAN AND RURAL AREAS (AS INDICATED ON THEIR PRIMARY SCHOOL REPORT CARDS)

s/n	Position in Class	Rural Dwellers	Urban Dwellers
		Frequency	Frequency
1	4^{th} to 10^{th} position	31	469
2	1^{st} to 3^{rd} position	8	90
3	11^{th} to 20^{th} position	23	33
4	$21^{st}$and above	15	4
	Total	77	596