

INFLUENCE OF PARENTAL SOCIO-ECONOMIC STATUS ON STUDENTS' ACADEMIC PERFORMANCE IN GOVERNMENT OWNED SECONDARY SCHOOLS IN ABIA STATE

Enyia, Chidiebere Victor and Woleru, Jane Ihuoma
Department of Educational Management, Faculty of Education
University of Port Harcourt, Port Harcourt, Rivers State, Nigeria

ABSTRACT

The study examined the influence of parental socio-economic status and students' academic performance in government owned secondary schools in Abia State. Two objectives, two research questions and two corresponding null hypotheses guided the study. The study adopted a descriptive survey design. The population of the study comprised one thousand three hundred and forty three (1343) principals and teachers which was sampled to 269 using simple random sampling technique. The instrument for data collection was questionnaire structured on a four point likert scale. Cronbach alpha technique was used for testing the reliability and the result showed a reliability index of 0.90. The hypotheses formulated was tested using t-test. Findings revealed that Parents' income to a great extent affect students' punctuality. Further analysis showed that there is no significant difference between the mean rating of principals' and teachers on the extent to which parents' income affects students' punctuality in public secondary schools in Umuahia education zone. Parents' level of education to a great extent affect students' study habit. It was also found that there is no significant difference between the mean ratings of principals and teachers on the extent to which parents' level of education affects students' study habit. Based on the findings above, the study therefore recommended that government should provide employment opportunity to parents and other educational facilities for schools to enable all students to have equal access to academic facilities. This will bridge the gaps between the rich and the poor students academically.

Keywords: Influence, Parental Socio-Economic Status, Students' Academic Performance.

Introduction

Education is a process by which the mind of human being develops through learning at homes, streets, religious institutions like churches and mosques, schools, colleges or universities. It is also a process whereby a person develops attitudes and abilities that are considered to have value and relevance in the society. It is the best legacy a nation can give to her citizens especially the youth. Every nation hoping to have bright future needs to emphasis education because it is the only way to much development. Yusuf and Al-Banawi (2013) noted that education must be considered as a key investment in modern economies because, as previously seen within the framework of a knowledge- based economy, there are strong and positive correlation between economic activity and education in explaining economic growth. Asiru (2014) stated that education is a catalyst to the development of individuals, society and the nation as a whole. Dagbo (2014) also opined that education is an important tool for social growth, development and interaction of all elements in the society for it economics, social and political well-being. Olayanju (2014) posited that education plays a critical role in human capacity building and skills acquisition. Despite the fact that the development of any nation depends largely on the quality of education of her

citizens, the academic performance of most Nigerian youths in secondary schools is decreasing. This has become a major concern of education stake-holders and researchers. Imogie (2012) drew attention to the public outcries concerning the low quality of education in Nigeria. Ige (2017) confirmed that students who took the Senior School Certificate Examinations in Ekiti State performed poorly between 2015 and 2007. Ugoji (2018) lamented that students' academic performance is declining because they are confronted with so many school and non-school related demands and responsibilities. Adeyemi in Abdu-Raheem (2010) agreed that the problem of students' underachievement has been an educational issue since the early 80s. Abdu-Raheem (2010) also confirmed through the data collected from Ekiti State Ministry of Education that only 26.9% of students that sat for Junior Secondary School Examinations for five academic sessions in Social Studies passed at credit level. Hassan (1983) examined and listed the causes of poor academic performance among secondary school students. Some of the causes are low intellectual ability, poor study habits, low achievement motivation, lack of vocational goals, low self-confidence, low socio-economic status of the family, poor family structure and anxiety. Different factors such as the child's intelligence, state of health, motivation, anxiety, availability of suitable learning environment, adequacy of educational infrastructure, may influence students' academic performance positively or negatively (Eweniyi 2015). They identified low motivational orientation, low self-esteem/self-efficacy, emotional problems, poor study habits, poor teacher consultation and poor interpersonal relationships as some of the causes. Fayemi (2011) also highlighted inadequate funding, poor teaching methodology, infrastructural decay, low morale among the teachers, discipline among teachers and students as factors responsible for the students' failure in national examinations. Adegbite (2014) noted that most Nigerian students at every level of education sponsor their education by engaging in various kinds of works like prostitution, keke driving, daily pay labour, security guard, recharge card selling, fuel attendant and casual worker.

McNeal (2011) has also pointed out in his study that SES has overridden other educational influences such as family size, parental involvements and educational level of the parents. Jeynes (2012) shows that there is a positive correlation between SES of a family and the academic achievements of a student. Hochschild (2013) says that students who have a low SES earn lower test scores and are more likely to drop out of school. Emmon (2015) believed that low SES negatively affects academic achievements because low SES prevents access to vital resources and creates additional stress at home. Given the background, this study attempts to substantiate the above divergent claims by determining the truth underlying the influence or non-influence of parents' socio-economic status on secondary school students' academic performance

Statement of the Problem

It has been observed that academic performance of students is declining because they are confronted with so many school and non-school related demands and responsibilities. Some of the factors responsible for the low performance of students in schools are low socio-economic status of parents; occupation, state of health, anxiety, non-availability of suitable learning environment, adequacy of educational infrastructure, low income, low self-confidence, poor family structure, poor reading habit and motivational problem.

These therefore results in students engaging in various kinds of works like prostitution, hawking, daily pay laborers, recharge card selling, fuel attendant and casual worker to meet up economically at times resulting in getting low mark in test scores and even dropping out

of school. This study therefore attempts to investigate parental socio-economic status as contributory factor to students' academic performance in Abia State.

Aim and Objectives of the Study

The aim of this study is to examine the influence of parental socioeconomic status on government owned secondary school students' academic performance in Abia State. Specifically the objectives of the study were to:

1. examine the extent to which parents' income affects students' punctuality in government owned secondary schools in Abia State.
2. examine the extent to which of parents' level of education affects students' study habit in government owned secondary schools in Abia State.

Research Questions

The following questions were formulated to guide the study;

1. To what extent does parents' income affect students' punctuality in government owned secondary schools in Abia State?
2. To what extent does parents' level of education affect students' study habit in government owned secondary schools in Abia State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

H0₁: There is no significant difference in the mean rating of principals' and teachers' on the extent to which parent's income affect students' punctuality in government owned secondary schools in Abia State.

H0₂: There is no significant difference in the mean rating of principals' and teachers' on the extent to which parents' level of education affect students' study habit in government owned secondary schools in Abia State.

Literature Review

Conceptual Framework

The extent to which parents' income affects students' punctuality in government owned secondary schools in Abia State.

Sean (2013) posits that the impact of the parents' income can be shown in the early timing of the students' learning. He maintained that parents of higher income take their children to school earlier than their lower income counterparts. They can afford to take their children through preschool learning and this have greater impact in their later educational outcomes since it provides them with the required cognitive and social development. Lemmer (2017) posits that parents monitoring of their children emotional readiness improves the children's self-esteem, high rate of school attendance and positive social behavior which strengthens their retention of what was taught. Sivertsen (2015) adds that parental involvement is linked to improved behaviour, low levels of absenteeism and optimistic attitudes. This is unlike their low income counterparts who do not afford preschool learning for their children and prefer having their children to commence learning from class one (SS one) onwards. However, the researcher is aware that low income parents are also as eager and desire to take their children to school earlier as their counterparts in high income families.

Sean (2013) presents in his comprehensive study how students from families with high income are having best performance than those from low income families. His study took

place in United States of America. He posited that the impact of the parents' income can be shown in the early timing of the students' learning. He maintained that parents of higher income take their children to school earlier than their lower income counterparts. They can afford to take their children through preschool learning and this have greater impact in their later educational outcomes since it provides them with the required cognitive and social development. This is unlike their low income counterparts who do not afford preschool learning for their children and prefer having their children commence learning from class one (grade one) onwards. However, the researcher is aware that low income parents are also as eager and desire to take their children to school earlier as their counterparts in high income families.

The project "Children's level of living-the impact of family income" was carried out in the year 2000 in Norway by Norwegian Social Research. The main aim of the project was to study the relationship between family income and everyday life of their children. The focus was on the families with low income. The result showed a positive correlation between families income level and the children's everyday life i.e. the children from such low income families had poor living standards. The researcher (Norwegian Social Research) only focused on low income parents but this research focused on both the low income and high income parents/families.

The extent to which of parents' level of education affects students' study habit in government owned secondary schools in Abia State.

Generally, traditional research has revealed that more highly educated parents and especially mothers have greater success in providing their children with cognitive and language skills that contribute to success in school (Stich and McDonald, 1990). Parents' level of education is important to schooling as parents want their children to maintain the status quo (Mallan, 2019). It's also believed that parents with higher educational levels have stronger confidence in their children's academic abilities and they also have higher expectations of their children. They expect that their child will earn good grades behave well in school and attend college. Crede and Kuncel (2018) noted that study habits denote the degree to which the student engages in regular acts of studying that are characterized by appropriate studying routines (e.g. review of materials) occurring in an environment that is conducive to studying. Study habit can be measured directly through assessment, inventories, reports, examinations and rating scales. Study habit can be the students' way of study whether systematic, efficient or inefficient. There are different areas of study habits such as; taking notes, reading ability, use of instructional materials, lack of good libraries, time management, memory, motivation, place of study, etc (Jafari, Aghaei and Khatony 2019, Krukru 2015). It literally means that good studying habit produces positive academic performance while inefficient study habit leads to academic failure (Ayodele and Adebisi, 2013) These expectations and confidence of parents in their children motivate them to do well at school. The confidence parents have in their children also help them to build their own confidence and self-concept which is important in their education (Mallan, 2019). However, parents' over expectations might also cause stress to their children which translates to poor educational attainments.

Eccles (2015) points out that children learn by example often through observations at home. If a child's parents are reading books, attending ongoing educational classes and taking them along to the museums, libraries- all activities educated parents are more to do, they

are engaging the child in a number of direct learning experiences that will help him or her to achieve a good study habit and become the best they can be in education.

Theoretical Framework

Social Conflict

The theoretical position of this study was anchored on conflict theory. The conflict theory propounded by (Marx 1884), states that the society or an organization functions so that each individual participant and its groups struggle to maximize their benefits, which inevitably contributes to social change such as political changes and revolution. Marx (1884) proclaimed that the history of all existing societies is a history of class struggle. For example there is struggle between those in power or the rulers and the ruled, rich and poor, educated and uneducated, those who are economically powerful and the poor. The haves and the have-nots are seen as being in constant state of tension. In other words there is endless struggle between those without privileges who wish to acquire them and those with privileges who wish to get more or prevent others from taking what is available. The conflict theorists see education as a tool used by the ruling classes and the wealthy to perpetuate social inequality by controlling both access to education and the type or value of education. Conflict theory manifests itself in Enugu in relation to other zones where there are inadequate school facilities, shortage of teachers, poor infrastructure development like schools and roads, poor communication network among others in relation to other more developed zones. This could be one of the reasons as to why the zone exhibits poor academic performance in relation to other more developed zones in the state. There may be also conflict between the teachers' employer (TSC) and teachers in this rural hardship area in which teachers constantly seek to be transferred to more developed zones with favorable climatic conditions against the wish of their employer. This constant tension/conflict may also affect students' academic performance in the region.

METHODOLOGY

This study adopted a descriptive survey research design. The population for this study was one thousand, three hundred and forty three (1343) respondents. This was made up of all the 53 principals and 1,290 teachers in public secondary schools in Umuahia education zone Abia State. A sample size of 182 respondents were used. This consists of all the 53 principals of public secondary schools and 129 teachers in public secondary schools in Umuahia zone in Abia State. The instrument for data collection was a structured questionnaire titled: Influence of Parental Socio-Economic Statues on Students' Academic Performance Questionnaire (IPSSSAPQ). A test retest technique was used to determine the reliability of the study. A reliability index of 0.90 was computed using Pearson product moment correlation coefficient. The data collected were analyzed using mean and standard deviation (SD), while t-test statistic was used to test the null hypotheses at 0.05 level of significance. Real limit of numbers was used to analyze items in clusters A & D with response mode of VGE = 3.50-4, GE 2.50- 3.49.

Results

Research Question One: To what extent does parents' income affect students' punctuality in public secondary schools in Abia State?

Table 1 mean rating of principals' and teachers' on the extent to which parents' income affect students' punctuality in public secondary schools in Abia State.

S/N	Item Description	Principals N=53			Teachers N=129		
		Mean	SD	Decision	Mean	SD	Decision
1.	High income parents are more involved in their children's education than low income parents.	2.60	0.81	GE	2.86	0.67	GE
2.	Students who come from poor family background have lower self-esteem than those from rich families.	2.96	0.06	GE	3.05	0.78	GE
3.	My students' parents struggle financially to cater for their educational needs.	3.40	0.06	GE	2.76	0.86	GE
4.	Students who became a higher income earner parents are always early to school	2.50	0.22	GE	2.80	0.93	GE
Cluster Mean		2.86	0.58		2.59		

From the table obtained and presented above, both principals and teachers are of the opinion that Parent's income has a great impact on the students' Punctuality in public secondary schools through involving the children in educational activities that raises their self-esteem, supporting them financially and taking them to school early. The cluster mean scores of principal and teachers are 2.85 and 2.59 respectively. The cluster mean scores of both group of respondents are above cut-off mark of 2.50.

Research Question Two: To what extent does parents' level of education affect students' study habit in public secondary schools in Abia State?

Table 2: Mean rating of principals' and teachers' on the extent to which parents' level of education affect students' study habit in public secondary schools in Abia State.

S/N	Item Description	Principals N=53			Teachers N=129		
		Mean	SD	Decision	Mean	SD	Decision
5.	Highly educated parents are more involved in their children's education than lowly/uneducated parents.	2.80	0.88	GE	2.53	0.61	GE
6.	Parents with higher level of education are able to set conducive learning environment at home than those with lower level of education.	2.56	0.62	GE	2.87	0.93	GE
7.	Children whose parents are highly educated are more proficient in language (English) than those whose parents have children's education.	2.53	0.97	GE	2.90	0.84	GE
8.	Parents' working hours have direct correlation with their involvement in their children's education.	2.90	0.96	GE	3.10	0.83	GE
Cluster Mean		2.73	0.66		3.00	0.83	

The data on table 2 above shows that all the principals and teachers that responded to all questionnaires agreed that parents' occupation has a great effect on students' study habits in public secondary schools in Abia State. The cluster mean scores of principals and teachers are 2.73 and 3.00 respectively. This cluster means score of both group of respondents are above cut-off mark of 2.50.

Test of Hypotheses

Hypothesis One: There is no significant difference in the mean rating of principals' and teachers' on the extent to which parents' income affect students' punctuality in public secondary schools in Abia State.

Table 3: t-test statistics of the significant difference between the mean rating of principals' and teachers' on the extent to which parents' income affect students' punctuality.

Groups	N	$\bar{x}$	Std. Deviation	df	z-cal	z-crit	Level of Sign.	Decision
Principals	53	2.86	0.58	181	2.74	± 1.98	0.05	H ₀₁ Accepted
Teachers	129	2.59	0.53					

Table 3 shows that the calculated t-value of 2.74 at 181 degree of difference is greater than the critical t-value of 1.98 at 0.05 level of significance for a two- tailed test. The null hypothesis (H₀); which states that there is no significant difference between principals and teachers on the extent to which Parents' income affect students' Punctuality is therefore rejected.

Hypothesis 2: There is no significance different in the mean rating of principals and teachers on the extent to which parents' level of education affect students' study habit in public secondary schools in Abia State.

Table 4: t-test statistics of the significant difference between the mean rating of principals and teachers on the extent to which parents' level of education affect students' study habit in Abia State.

Groups	N	$\bar{x}$	Std. Deviation	df	z-cal	z-crit	Level of Sign.	Decision
Principals	53	2.74	0.75	181	2.92	± 1.98	0.05	H ₀₁ Rejected
Teachers	129	2.74	0.75					

Table 4 shows that the calculated t-value of 2.92 at 181 degree of difference is greater than the critical t-value of 1.98 at 0.05 level of significance for a two- tailed test. The null hypothesis (H₀); which states that there is no significant difference between principals and teachers on the extent to which parents' level of education affect students' study habit is therefore rejected.

Discussion of Findings

The extent to which parents' income affects students' punctuality in government owned secondary schools in Abia State.

With reference to research question one which dealt with the extent to which parents' income affect students' punctuality, the findings of the study showed that both principals and teachers share the view that parents' income determines the punctuality of their children. The study is in line with Zhang (2012) who examined students and their families' income in China. He studied in their early years (lower primary school children). The results showed that low income children exhibited generally lower academic performance than their counterparts from high and middle income families.

The extent to which of parents' level of education affects students' study habit in government owned secondary schools in Abia State.

With reference to research question one which dealt with the extent to which parents' level of education affect students' study habit, the findings of the study showed that both principals and teachers share the view that parents' level of education determines the study habit of their children. This result is supported by Ogunsola and Adewole (2012) who conducted a survey on the relationship between home-based environment factors and the academic performance students in selected secondary schools within a local government area in Kwara State. It aimed at determining parental socio-economic background, parental educational background, parental educational qualification and students' health statuses. Findings are that parental educational qualification and health statuses of the students were identified to have statistical significant effect on the academic performance of the students.

CONCLUSION

Based on the findings of the study, it was concluded that parents' income as well as students' study habit have a significant influence on students' academic performance in government owned secondary schools in Abia State.

RECOMMENDATIONS

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

1. Parents should give maximum financial support to their children to enhance their academic performance.
2. Parents without education and those with low educational qualifications should try to send their children to home lessons after school hours, by weekends and during holidays to improve their academic performance.

REFERENCES

- Abdu-Raheem, B.O. (2010). Relative effects of problem-solving and discussion methods on secondary school students' academic achievement in social studies". *Unpublished Ph.D Thesis*, Ado-Ekiti, Ekiti State University.
- Adegbite, O.A. (2014). Collapse of family values in Nigeria: Social studies education to the rescue. *International Journal of Special and General Education*, 3(2), 185-190.
- Adeyemi, S.A. & Abdu-Raheem, B.O. (2010). The influence of social and economic disadvantage on students' academic achievement in senior secondary schools physics, *International Journal of Educational Research and Technology*, 3 (2), 3-10.
- Asiru, T.A. (2014). Primary education and national development in Nigeria, *International Journal of Special and General Education*, 3(6), 155-165.
- Ayodele, C. S. & Adebisi, D. R. (2013). Study habits as influence of academic performance of university undergraduates in Nigeria. *Research Journal in Organizational Psychology & Educational Studies*, 2(3), 7-15.

- Crede, T.N. & Kuncel, C.J. (2018). Socio-economic status does not moderate the familiarity of cognitive abilities in Hawaii family study of cognition.
- Dagbo, S.S. (2014). Deaf children: their right to education through sign language. *Journal of International Journal of Special and General Education*, 3 (1), 103-107.
- Eccles, K. (2005). Influence of Parents' Education on their children's educational attainments: The role of parents and child perception. *London Review of Education*, 3(3), 191-204.
- Emmon, E. (2010). Influence of age, financial status and gender on academic performance among undergraduates, *Journal of Psychology*, 1(2), 99-103.
- Eweniyi, G.D. (2015). The impact of family structure on university students' academic performance. Olabisi Onabamijo University, Ago-Iwoye.
- Fayemi, K. (2011). *Education summit*. <http://allafrica.comstories>.
- Hassan, C. (2013). *Intellectual disability; understanding its development, causes, classification, Evaluation and Treatment*. Oxford University Press.
- Hochschild, C. (2013). Academic interactions among classroom peers: across country comparison using TIMSS, *Journal of Applied Economics*, 39 (12), 11-14.
- Hochschild, N. (2013). Parents academic involvement as related to school behaviour, achievement and aspirations: *Demographic variations across adolescence*. *Child Development*, 75(5) 149 1- 1509.
- Ige, T. (2017). *Suggested ways of improving the performance of students in Biology*. Akolawole Printers.
- Imogie, I. A. (2012). Counseling for quality assurance in education: A keynote address delivered on the *Journal of Education and Practice* www.iiste.org, 6(1), 2015 -128.
- Jafari, H., Aghaei, A. & Khatony, A. (2019). Relationship between study habits and academic achievement in students of medical sciences in Kermanshah-Iran. *Advances in Medical Education and Practice*, 10 (1), 637-643.
- Jeynes, W.H. (2012). A Meta-analysis of the relation of parents' involvement to urban elementary school student academic achievement. *Urban Education Journal*, 49(3), 237-269.
- Krukru, K. (2015). Effects of instrumental materials on student's academic performance. Social studies in selected secondary schools in Nigeria. <https://m.grin.com!document!338942>.

- Lemmer, E. M. (2017). Parent involvement in teacher education in South Africa: *International Journal about parents in Education*, 1(0), 218-229.
- Mallam, D. (2019). Relationship between socio-economic performance and students' academic performance of senior secondary school in Kebbi. *Unpublished M.Ed. Dissertation*, Danfodiyo University, Sokoto.
- Marx, K. (1884). *Economic and Philosophical Manuscripts: Collected work of Karl Marx*.: International Publishers.
- McNeal, R.B. (2011). Parent involvement, academic achievement and role of studies attitudes and behaviours as mediators. *Universal Journal of Educational Research*, 2 (8), 564-576. <http://www.hrpub.org>.
- Olayanju, O.J. (2014). Historical analysis of the implementation of teacher education policy in Nigeria: 1896- 2013, *International Journal of Special and General Education*, 3 (1), 13 1-154.
- Sean, S.F. (2013). The widening income achievement gap town University, educational leadership, secondary school students. *Multilingual Academic Journal of Social Sciences*, 3(1), 12.
- Stich, T. G. & McDonald, B.A. (2019). Teach the mother and Reach the child: Literacy across generations, literacy, lessons, Geneva: International Bureau of Education.
- Ugoji, F.N. (2018). The impact of counseling on the academic performance of secondary school students. *African Journal for Inter-Disciplinary Studies*, 8(2), 67-73.
- Yusuf, N. & Al-Banawi, N. (2013). The impact of changing technology: the case of e-learning, *International Journal of Contemporary Issues in Education Research*, 6(2), 173-180.