

Parents' Socio-Economic Status as Predictor of Secondary School Students' Academic Performance in Ekiti State, Nigeria

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Abstract

This paper investigated parents' socio-economic status on secondary school students' academic performance in Ekiti State. Descriptive research design of the survey type was adopted. The population for the study comprised all Junior Secondary School students in Ekiti State. The sample consisted of 960 students from 20 secondary schools randomly selected for the study. Purposive sampling was used to select 48 students from each school. The instruments used for the study is a self-designed questionnaire and inventory to collect students' results. Validity of the instrument was ascertained through face and content validity. Test-re-test and estimation of internal consistency methods of reliability were adopted for the questionnaire. Reliability co-efficient of 0.69 and 0.71 was obtained. Four hypotheses were formulated and tested at 0.05 level of significance. The data were analysed using Regression statistical tools. It was confirmed in the study that there was relationship between parents' socio-economic status and academic performance of secondary school students. It is therefore recommended that parents without or with low education should endeavour to send their children to home lessons after school hours, by weekends, and during holidays to improve their academic performance. Government should embark on programmes or formulate policies that can bridge the gaps between children of the rich and the poor academically.

Keywords: Socio-Economic Status, Academic Performance, Secondary School, students, Parent.

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 in 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 citizen, the academic performance of most Nigerian youth in secondary schools is decreasing. This has become a major concern of education stake-holders and researchers. Imogie (2002) drew attention to the public outcries concerning the low quality of education in Nigeria. Ige (2007) confirmed that students who took the Senior School Certificate Examinations in Ekiti State performed poorly between 2005 and 2007. Ugoji (2008) 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' under-achievement 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 2005). 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, indiscipline 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, kike driver, daily pay labourer, security guard, recharge card selling, fuel attendant and casual worker.

Literature Review

The family is the first, the smallest and the most important unit of a child's social organization. It is responsible for the development of the child's physical, mental and moral dispositions. Asikhia (2010) also agreed that the family educational background and socio-economic status play pivotal roles in the learning process of the child. She stressed further that the child's performance whether in the positive or negative could be attributed to the type of family such a child comes from. Ushie, Owolabi and Emeka (2012) confirmed that family type, size, socio-economic status and educational background play important role in children's educational attainment and social integration.

Ajila and Olutola (2000) posited that the home affects the individual since the parents are the first socializing agents in an individual life. Uwaifo (2008) affirmed that family background of a child affects his reaction to life situations and his level of performance. Ndem in Omirin and Adeyinka (2009) confirmed that parental support financially and morally have been found to be potent in improving students' performance. Ebenuwa-Okoh (2010) opined that if the finances of students are not adequate, the situation may affect their academic performance. Egbule in Ebenuwa-Okoh (2010) added that student's academic performance may be enhanced if their financial needs are adequately met.

The United States Department of Education (2000) discovered that the relationship between poverty of parents and students' performance is not simple and direct. It confirmed that poverty is an important factor accounting for differences in performance and achievement across rural, sub-urban and urban districts. Danesty and Okediran (2002) lamented that maternal and paternal deprivations of the essential needs of the young students have prompted their poor performance in public examinations such as Junior Secondary School Certificate Examinations (JSSCE), West African School Certificate Examinations (WASCE) and National Examination Council (NECO). Shittu (2004) asserted that poor parental care with gross deprivation of social and economic needs of a child usually leads to poor academic performance of the child.

Caro (2009) found that the relationship between family socio-economic status and academic achievement is cordial. Chen (2009) also posited that parental education is the key determinant of student's achievement. They noted that there is gap in academic achievement between students of high and low socio-economic families. They stressed further that because children from low socio-economic status have relatively poor skills, they are prone to leave school early and less likely to gain admission to college. Udida, Ukway and Ogodo (2012) also agreed that family characteristics are major source of disparity in student's educational outcomes. They stressed further that student's academic performance is influenced by the socio-economic background of their parents; as parents that earn high income can take absolute responsibilities of their children's education compared with parents that earn meager salaries. Huang (2007) confirmed that there is a correlation between parents' education level and children's motivation and achievement at upper secondary schools. Hansen and Masterkaasa (2006) discovered that students who originated in a farm household show the lowest educational attainment while those who originated in academic household perform best. Unity, Osagioba and Edith (2013) emphasized that a child is affected negatively if he/she comes from an economically disadvantaged family. They stressed further that such children are faced with overwhelming challenges that leads to poor school performance.

In their study, Farooq, Chaudhry, Shafiq and Berhanu (2011) asserted that students whose parents are educated score higher on standardised tests than those whose parents were not educated at secondary school level in a metropolitan city of Pakistan. They affirmed that educated parents can better communicate with their children regarding school works and activities. Hill, Castelino, Lansford, Nowlin, Dodge, Bates and Pettit (2004) attested that the status of parents does not only affect the academic performance of students, but also make it impossible for children from low socio-economic background to compete well with their counterparts from high socio-economic background under the same environment.

Statement of the Problem

It has been observed that many students do not pass well in external examinations such as West African School Certificate (WASC), National Examination Council (NECO) and Junior Secondary School Certificate (JSSC) (Obanya 2004, Ebenuwa-Okoh (2010) and Atanda and Jaiyeoba 2011) noted that some of the factors responsible for the low performance of students in schools are low socio-economic status of parents and lack of seriousness of students. This study therefore attempts to investigate parents' socio-economic status as contributory factor to students' poor academic performance in Ekiti State secondary schools.

Research Hypotheses

1. Family size does not have significant effect on the academic performance of secondary school students.
2. Parent's background does not have significant effect on the academic performance of secondary school students.
3. Parent's qualification does not have significant effect on the academic performance of secondary school students.
4. Parent's level of income does not have significant effect on the academic performance of secondary school students.

Methodology

This study adopted descriptive research design of the survey type. The population for the study comprised all Junior Secondary School Students in Ekiti State. The sample consisted of 960 students randomly selected from 20 schools in Ekiti State. Simple random sampling was used to select 20 out of 181 schools in Ekiti State. Purposive sampling was used to select 48 students that were not performing well from each school. The instrument for the study is a self-designed questionnaire titled Parents' Socio-Economic Status and Students' Academic Performance Questionnaire. (PSESSAPQ) Inventory was used to collect students' results through the assistance of school counselors and principals. The validity of the instrument (Questionnaire) was ensured through face and content validities. Test-re-test method of reliability and estimation of internal consistency methods were adopted and reliability coefficient of 0.69 and 0.71 were obtained respectively. Four hypotheses formulated were tested at 0.05 level of significance. The data collected were analysed using regression statistical tools.

Results and Discussion

Results

Hypothesis 1

Family size does not have significant effect on the academic performance of secondary school students in Ekiti State.

Table 1: Regression Analysis Showing the Effect of Family Size on the Academic Performance of Secondary School Students.

Model	B	Std. Error	T	Sig. T	R	R ²	F
Constant	12.154	0.861	14.119	0.000	0.570	0.325	461.917
Family Size	0.685	0.032	21.492	0.000			

P < 0.05

Table 1 shows that there is statistical significant effect of family size on secondary school students' academic performance. About 33% of the variation in students' academic performance is explained by family size. (R² = 0.325, p < 0.05). The remaining 67% unexplained variation is largely due to variation in other variables outside the regression model. The regression model is statistical significant in terms of goodness of fit. (F=461.917, p < 0.05). Therefore, the null hypothesis is rejected.

Hypothesis 2

Parent's background has no significant effect on the academic performance of secondary school students in Ekiti State.

Table 2 : Regression Analysis of Parent's Background and Academic Performance of Secondary School Students.

Model	B	Std. Error	T	Sig. T	R	R ²	F
Constant	17.606	0.819	21.501	0.000	0.455	0.207	250.695
Parent's Background	0.500	0.032	15.833	0.000			

P < 0.05

The result in table 2 reveals that parent's background has significant effect on students' academic performance. (t=15.833, p < 0.05). Parent's background accounted for about 21%. (R²= 0.207) of the total variation on the academic performance of overall regression model is significant (F= 250.695, p < 0.05). The null hypothesis is therefore rejected.

Hypothesis 3

Parent's qualification has no significant effect on the academic performance of secondary school students in Ekiti State.

Table 3: Regression Analysis of Parent's Qualification and Academic Performance of Secondary School Students.

Model	B	Std. Error	T	Sig. T	R	R ²	F
Constant	9.341	0.938	9.955	0.000			
Parent's Qualification	0.776	0.1034	22.637	0.000	0.590	0.348	512.426

P= 0.05

Table 3 shows that the effect of parent's qualification on students' academic performance is statistically significant at 0.05 level. ($t= 22.637$, $p< 0.05$). Parent's qualification explained about 35% ($R^2 =0.348$) of total variation in student's academic performance. The remaining 65.2% unexplained variation can be attributed to variation in other variables outside the model. The null hypothesis is rejected.

Hypotheses 4

Parent's level of income has no significant effect on the academic performance of secondary school students in Ekiti State.

Table 4: Regression Analysis of Parent's Level of Income and Students' Academic Performance.

Model	B	Std. Error	T	Sig. T	R	R ²	F
Constant	16.233	0.835	19.429	0.000	0.485	0.236	295.420
Parent's level of Income	0.542	0.032	17.188	0.000			

P<0.05

Table 4 shows that parent's level of income has significant effect on students' academic performance ($t= 17.188$, $p<0.05$). 23.6% ($R^2 = 0.236$) of the total variation in students' academic performance is explained by parents' level of income while the remaining 76.4% is largely due to variation in other variables outside the regression model. The regression model is statistically significant at 0.05 level. ($F= 295.420$, $p< 0.05$). The null hypothesis is thereby rejected.

Discussion

This study found out that there is significant relationship between family size and students' academic performance in Ekiti State. Abdu-Raheem (2013) is in agreement with the study. She noted that family management practices such as marital breakdown and family background are important factors for drug abuse and other anti-social behaviours which eventually lead to poor students' academic performance.

The study also confirmed that parent's background has strong relationship with students' academic performance. The study is in line with Osunloye (2008) who confirmed that family background plays a pivotal role in child educational attainment and social integration. The findings is contrary to the work of Adeyemo and Babajide (2012) who discovered that there is no significant relationship between socio economic disadvantage of students and their achievement in physics.

The study discovered that parent's qualification is closely related with students' academic performance. The study is in connection with Asikhia (2010) and Rothestein (2004) who asserted that children raised by parents with high qualifications are more inquisitive towards learning compared with those children from low educational qualification. Ogunsola and Adewale (2012) also agreed that educational qualification of parents is a significant factor that affects the academic performance of students.

The study also revealed that parental level of income is highly correlated with students' academic performance. The findings of the study is supported by the work of Lacour and Tissington (2011) who discovered that low achievement is closely connected with lack of resources. It is contrary to that of Ebeunuwa-Okon (2007) and (2010) who discovered that financial status do not significantly influence academic performance. He believed that enhanced academic performance is a matter of personal determination than financial determination.

Conclusion

Based on the findings of this study, it is concluded that family size, parent's background, parent's qualification and parent's level of income are significantly related to students' academic performance.

Recommendations

Based on the findings, the following recommendations have been made:

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 endeavour to send their children to home lessons after school hours, by weekends and during holidays to improve their academic performance.
3. Government should provide books, laptops 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.
4. Government should formulate policies such as scholarship for students from low socio-economic status and soft loans for the parents to enable such students to have equal opportunity to education as children from high socio-economic status.

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