

Effect of Socio-Economic Status on the Academic Performance of Senior Secondary School Students (A Case Study of Public Senior Secondary Schools in Adavi L.G.A of Kogi State)

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Abstract

The study investigated the effects of socio-economic background of senior secondary school students on their academic performance in Adavi LGA of Kogi state. Survey and ex-post facto research design work was used to collect data on student socio-economic background and their academic performance respectively. The population of the study comprises of out-going senior secondary school students of the selected school and their parent's socio-economic status. Stratified random technique was used to select the secondary schools and the students for the study. Simple percentage was used to analyse the research hypothesis. Conclusion drawn from the analyses indicates that parent socio-economic status influenced the academic performance of the students. Recommendation was made based on the findings. Such as: parents with high socio economic status to assist schools in area of educational developments. Government should introduce scholarship scheme to assist less privilege students, basic and social amenities to be provided in all public schools by the government to ensure that standard are maintained.

INTRODUCTION

Background of the Study

Education is the best legacy a nation can give to her citizens. This is because the development of any nation depends on the educational attainment of her citizenry and the quality of education of such a nation. Education does not only provide knowledge and skills but also inculcates values to students. It prepares individuals to be responsible citizen life. According to Mahmud (2010), cultural heritage and values are transmitted from one generation to another through education. The responsibility of training a child always lies in the hand of the parents. This is congruent with the common assertion by sociologist that education can be an instrument of cultural change which is being taught from home. It is then generally believed that socio-economic background of the parent has direct impact on the academic performance of the students.

Socio-economic status (SES) is often measured as a combination of education, income and occupation. It is commonly conceptualized as the social status or class of an individual or group. Low socio-economic status and its correlates, such as lower education, poverty and poor health, ultimately affect our societies as a whole. Research indicates that children from low social economic status (SES) households and communities develop academic skills more slowly compare to children from higher socio-economic status group. Aiken and Barbarin (2008) noted that, the school system in low social economic status communities are often under resource and have negatively affected student's academic progress. Families from low social economic status communities are less likely to have the financial resource or time available to provide children with academic support.

According to Agulana and Nwachuku (2001) in the quest of finding survival feet, the nation has evolved series o socio-economic and educational measures and policies such as structural adjustment program (SAP), austerity measure, universal primary education, (UPE), Universal Basic Education (UBE) and devaluation of the naira. These measures have not improved the socio-economic and educational status of families in the country. They have rather increase their suffering and widened the socio-economic gaps between families.

Curry (1996) lamented that parent becomes poor due to their hard measures, they can no longer shelter, and clothing and special need of their children in school such as provision of textbook, school uniforms and good medical bills can not be met.

Many rural and sub-urban dwellers can no longer pay the school fees of their children. Children are made to engage in subsistence farming and become housemaids or engage in other menial jobs to support their academic pursuit. The health status of the children which could also be traceable to parental socio-economic background can be another factor that can affect the academic performance of the student. Adewale (2002) had reported that in a rural community where nutritional status is relatively low and heath problem are prevalent, children academic performance is greatly hindered. This assertion is again hinged on nature of parental socio-economic background.

Home background according to program international studies assessment (PISA) (2000) influence academic and educational success of student. Status reinforces the activities and functioning of the teacher and students. The quality of parents and home background of student goes a long way to predict the academic performances of student. Child from poor home may suffer because there may be no money to pay school fees, purchase book, uniforms, and other schools materials, such child may play truant, thus his performance in school may be adversely affected shittu (2004). Similarly, good parenting supported by strong economic home background could enhance strong academic performance of the child.

Learning environment that is free of barrier or obstacle or distraction such as noise, gas/smoke pollutions and so on can constitute health hazards, which in turn affect or reduce student's concentration or perceptual focus to learning. Market and garages located near schools have always posed a threat to student. Noise and pollution from these sources have always endangered student life and concentration. Other factors according to Danes (2004), complementing environment and socio-economic factors to produce high academic achievement and performance include good teaching, counselling, good administration, and good seating arrangement. It has also been proved that student that come from simulative environment with laboratory equipment or those that are taught with rich instructional aides, picture and allowed to demonstrate using their functional nerves likes eyes, hands and sense of test perform better than those trained under theoretical and canopy of abstraction. Thus teaching and learning should be done under organize, planned and fortified environmental with instructional aides to stimulate student sense of conception, and concentration to facilitate systematic understanding and acquisition of knowledge.

Factors which are present in the family contributed greatly to the performance of the students. Among these are parental educational backgrounds, income, exposure, parental relationship with each other, strength of the family/population, religion, occupation etc. determine to a greater extent the readiness of the child to learn. However, the influence of other factor like mental and physical and disabilities can account for poor academic performance of students in biology.

It is against this background that this work is being undertaken to empirically investigate the possible affect of these factor on student's academic achievement in selected public secondary schools in Adavi Local Government Area of Kogi State.

Statement of the problem

Observation and report form examination bodies like West Africa Examination Council (WAEC), National Examination Council (NECO) , and Joint Admission Matriculation Board (JAMB) revealed that a high percentage of secondary school student continue to do poorly in biology and other science examination . This poor performance is likely to be caused by social economic background of the family.

Again, some student were motivated by their parent through provision of educational materials like text books, exercise books, computer etc. and other were not. Other students came to school properly feed other do not.

In the light of these, this research is designed to ascertain the relationship between socio-economic status of parents and student academic performance.

Purpose of the study

This research work is aimed at the following:

1. To identify the effects of parent educational background on the student's academic performance in biology in Adavi Local Government Area of Kogi State.
2. To identify the effects of parent occupation on the academic performance of student in Adavi LGA of Kogi State.
3. To identify the effects of parents incomes to the academic performance/achievement of the student in Adavi LGA of Kogi State.

Significant of the study

The usefulness of this research work in the educational system cannot be over emphasis. If the result of the study is properly utilized, it is going to be of benefit to the students, teacher, parents and government.

It will help the parents to understand the need to provide adequate learning facilities to their children in the school.

It will bring to the knowledge of the teacher on how to attend to student individually since their parental background is not the same.

The government shall know why school should be adequately funded.

Finally, the research when completed may add to available literature and may encourage further research on this topic

Scope of the study

The research was carried out in public secondary school in Adavi Local Government Area; the research was specifically design for outgoing senior secondary school students, that offered biology in WASC/NECO.

Research Question

In order to achieve the derived objectives, the following research questions were raised to guide the study.

1. To what extent does the educational qualification of parent affect the academic performance of the student
2. To what extent the occupation of the parent affect the academic performance of the student
3. To what extent the annual income of the parent affect the academic performance of the students

Research Hypothesis

1. There is no significant relationship between parent academic background and academic performance/achievement of students in Adavi LGA of Kogi State
2. There is no significant relationship between parent occupation and academic performance/achievement of students in Adavi LGA of Kogi State
3. There is no significant relationship between annual income and the academic performance /achievement of the student in Adavi LGA of Kogi State

DATA ANALYSIS AND DISCUSSION OF RESULTLS

Data Analysis

In order to answered the research question raised, data on parents academic qualification, occupations and annual income were collected as shown in table. 1, 2 and 3 below and data on student academic performance were also collected and tabulated in table 4.

TABLE 1 Distribution of Respondent Parents by their level of academic qualification.

ACADEMIC QUALIFICATION	NO. OF STUDENTS	PERCENTAGE (%)
PSLC	69	34.5
SSCE	43	21.5
NCE/ND	32	16
HND/B.SC OR B.ED	37	18.5
M.SC/PH.D	15	7.5
NONE	4	2
TOTAL	200	100

From the table 4:2:1 above, it is observed that 69 (34.5%) of the students came from home whose parents highest educational qualification was primary school leaving school certificate. 43 (21.5%) of the students parents has senior school certificate examination as their highest educational qualification. 32 (16%) of the respondents parent possessed National Certificate on Education (NCE) or National Diploma Certificate. 37 (18.5%) of the students parent possessed Higher National Diploma/Bachelor of Science/Bachelor of Education certificate. 15 respondents representing 7.5% parents possess Master's Degree Certificate or Philosophy of Education degree while 4 respondents representing 2% of the parents have no Educational Qualification. The analysis shows the large portion of the sample students came from parents whole parents were academically poor.

TABLE 2: Distributions of respondents parents by their occupation.

S/N	PARENTAL OCCUPATION	NO. OF STUDENTS	PERCENTAGE (%)
1.	Self employed	20	10
2.	Farmer	21	10.5
3.	Artisan	42	21
4.	Trader	62	31
5.	Civil Servant	47	23.5
6.	Domestic staff	6	3
7.	None	2	1
	TOTAL	200	100

From the table 2, 20 respondents representing 10% of the students have their parents self – employed, 21 respondents representing 10.5% parents were farmers, 42 respondent of 21% parents were artisan 62 respondents representing 31% parents were traders, 47 respondents representing 23.5% parents were civil servants, 6 respondent representing 3% parents were domestic staff while 2 respondent representing 1% of the parents have no employments.

TABLE 3: Distribution of Respondents Parents by their annual income.

S/N	PARENTS ANNUAL INCOME (₦)	NO. OF STUDENTS	PERCENTAGE (%)
1.	120,000 – 350,000	78	39
2.	360,000 – 650,000	59	29.5
3.	660,000 – 950,000	31	15.5
4.	960,000 – 1500,000	17	8.5
5.	1000,000 – ABOVE	13	6.5
6.	NONE	2	1
7.	TOTAL	200	100

From table 3 above, 78 respondents representing 39% of the parents earn between ₦120,000 to ₦350,000 annually. 59 respondents representing 29% of the parents earn between ₦360,000 to ₦650,000 annually. 31 respondents representing 15.5% parent earn between ₦660,000 to ₦950,000 to ₦1,500,000. 13 respondents representing 6.5% parents earn between ₦1600,000 and above while 2 respondents representing 1% of the parents earn nothing in a year. The analysis revealed that majority of the sample students were from low economic status background.

TABLE 4: Distribution of students academic performance using the result of 2015 West African Result.

S/N	GRADE	NO. OF STUDETNs	PERCENTAGE (%)
1.	Distinction	20	10
2.	Credit	96	48
3.	Pass	60	30
4.	Fail	24	12
	TOTAL	200	100

From the table 4 above, it revealed that 20 students representing 10% of the total sample students had distinction in their biology result. 96 respondents representing 48% of the students had credit in their result. 60 respondents representing 30% of the sample students had pass in their result while 24 respondents representing 12% of the students fail their result.

The analysis show that total 58% of the sample students made a minimum requirement to get admission into higher institution of higher learning while 41% will have to re-write the exam before they can proceed to the next level.

Research Hypothesis 1

Ho₁: there is no significance influence in the parent academic qualification and the academic performance of the students

Table 5: Chi – Square Analysis on the Parent Academic Qualification and Academic Performance of the Student.

VARIABLE	F	DISTINCTION	CREDIT	PASS	FAIL	TOTAL
PSLC	O	0	28	28	12	68
	E	6.0	32.64	20.4	19.16	
SSCE	O	2	18	16	6	42
	E	4.2	20.16	12.6	5.04	
NCE/ND	O	2	18	8	4	32
	E	3.2	15.36	9.6	3.84	
HND/B.Sc.	O	6	26	4	0	36
	E	3.6	17.28	0.8	4.3	
M.Sc./Ph.D.	O	10	6	2	0	18
	E	18	8.64	5.4	2.16	
NONE	O	0	0	2	2	4
	E	0.4	1.96	1.2	0.48	
TOTAL		20	96	60	24	200

Degree of freedom (df) – 15, alpha level = 0.05

$Df = (R-1) (C-1)$

$= (4-1) (6-1)$

$= 3 \times 5 = 15$

Chi – square value = 80.59

Critical value = 25.87

From table 5 above, the calculated chi-square value = 80.59 while the critical value = 25.87 at degree of freedom (Df) 15 at 0.05 alpha levels.

Since the calculated chi-square value exceed the critical/tabulated value, the null hypothesis is here by rejected which stated that, there is no significant influence in the parents academic qualification to the academic performance of the students.

Research Hypothesis 2

HO₂:- There is no significant influence in the occupation of parents to the academic performance of the students.

Table 6:- Chi-square analysis on the parent occupation and academic performance of the students.

VARIABLE	F	DISTINCTION	CREDIT	PASS	FAIL	TOTAL
SELF EMPLOYMENT	O	2	6	10	2	20
	E	2	9.6	6	2.4	
FARMER	O	0	4	8	8	20
	E	2	9.6	6	2.4	
ARTISAN	O	2	24	14	2	42
	E	4.2	20.16	12.6	5.04	
TRADER	O	4	30	22	8	64
	E	6.4	30.72	19.2	7.68	
CIVIL SERVANT	O	12	28	4	2	46
	E	4.6	22.08	13.8	5.52	
DOMESTIC STAFF	O	0	4	0	2	6
	E	0.6	2.88	1.8	0.72	
NONE	O	0	0	2	0	2
	E	0.2	0.96	0.6	0.24	
TOTAL		20	96	60	24	200

Degree of freedom (df) = 18, Alpha level = 0.05

$$Df = (R-1) (E - 1)$$

$$= (4 - 1) (7 - 1)$$

$$= 3 \times 6 = 18$$

Chi – Square value = 28.87

Critical value = 28.87

From table 6 above, the calculated chi-square value = 60.80 and the critical value is 28.87 at degree of freedom (df) 18 at 0.05 alpha level.

Since the calculated chi-square value exceeds the critical/tabulated value the null hypothesis which stated that, there is no significance influence in the occupation of the parents to academic performance of the students.

Ho₂:- there is no significant influence in the parent annual income to academic performance of the students.

Table 7: Chi-square analysis on the parent annual income and students academic performance.

VARIABLE (N)	F	DISTINCTION	CREDIT	PASS	FAIL	TOTAL
120,000	O	0	26	38	14	78
350,000	E	7.8	37.44	23.4	9.36	
360,000	O	0	48	8	6	62
650,000	E	0.2	29.76	18.6	7.44	
660,000	O	2	12	14	2	30
950,000	E	3	14.4	9	3.6	
960,000	O	8	8	0	0	16
1500,000	E	1.6	7.68	4.8	1.96	
1600,000	O	10	2	0	0	12
ABOVE	E	1.2	5.76	3.6	1.44	
NONE	O	0	0	0	2	2
	E	0.2	0.96	0.6	0.2	
TOTAL		20	96	60	24	200

Degree of freedom = 15, alpha level 0.05

$$Df = (R-1) (C - 1)$$

$$= (4-1) (6-1)$$

$$= 3 \times 5 = 15$$

Chi – Square () value = 104.16

Critical value = 25.00

From table 7 above, the calculated chi-square value = 104.16 while the critical tabulated value is 25.00 at degree of freedom (Df) is at 0.05 alpha levels. Since the calculated chi – square value exceed the critical value, the null hypothesis which stated that, there is no significant influence in the parent annual income to the academic performance of the students is here by rejected.

Discussion of Major Findings:

The discussion was based on the major findings of this research.

In this research study it was found that high level of educated parent to an extent, have more influence on their children to achieve to achieve and perform well in their studies. This is because a well educated parent usually shows interest and care in their children academic performance or achievement and their choice of subject and career while in secondary school by providing their children all necessary leaning materials. This

undoubtedly leads to better performance and achievement in their studies. This study conform the work of Watson (2006), who found in his study that those high level educated parent are often interested and influential on the academic performance of their children.

The academic performance of the students can as well be affected negatively by parent's academic background. Parent who do not go beyond elementary or secondary schools are not able to give proper help to their children in their educational problem. Hawkes (1995) in his research study had a contrary finding that, parent educational attainment, does not have effect on student academic achievements.

This finding also revealed that the occupation of parents has a great influence on the academic performance of the students. This is in support of Wolfie (2006) who in his research work observed that he choice of occupation as the main focus of man wealth and status which influences the academic achievements of children. The finding in this research work is also in line with Okun Milton (2008) in his work on social class differences and Nigeria children entry behaviour, in geography" consider parents' occupation as the determinants of one's social class.

More also the finding revealed that parental annual income majorly influenced the academic performance of the students. The finding in this research work is in line with the work of Okeke (2009) who agreed that wealthy parents will not mind organizing extra lessons and employ home teachers for their children after school hours. Adewole (2005) believed in his book that family income may have a direct impact on a child's academic outcome or variation in achievement could simply be functions of the school the child attends.

To cap it all, the findings generally reveal that annual income is the determinant of family wealth, influences academic achievements of students. The income is the bases in which individuals were categorized with various socio-economic class or stratum; lower socio-economic status, middle socio-economic status and hither socio-economic status.

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The study was designed to investigate the effort of student's socio-economic background on the academic performance of student in public secondary school in Adavi LGA of Kogi State

A detailed review of related literature was consulted and from the literature review, a conceptual frame work was developed while three hypotheses were formulated and statistically tested. Three research questions were raised and answered.

A check list/questionnaire which had only one section was developed by the researcher and validated by experts in educational research department. The questionnaire/check list include three (3) question based on the socio-economic status of the parents and academic performance of the students using students 2015/2016 WAEC results.

The populations of the research consist of all the public secondary schools under Adavi LGA of Kogi State where five (5) public secondary schools were used as sample. The five (5) schools were selected through a simple random sampling technique. The target population was outgoing SSS III Biology students, where 40 students were selected from each school making a total of 200 students who all responded to the check list given to them.

In this study, it was found that Academic qualification of parent has significance influence on the academic performance of the students. The academic performance of the students is equally influenced by parent occupation. The parent annual income greatly and ultimately influences the academic performance/achievement of the students.

Conclusion

The findings from this study and the conceptual frame work have clearly show that socio-economic factors have a dominant impact on the school achievement of the adolescent. The important of socio-economic has clearly been emphasized as crucial in the adolescent life. The relationship between the socio-economic factors and academic performance cannot be over emphasized. It creates an enabling environment, which goes a long way in influencing the outlook of the adolescent. An adolescent that has access to good food, health facilities, school books, and other materials is prone to display quick understanding and increase intelligence specially where there is strict supervision by both parents and teachers.

Generally, in Nigeria, the higher socio-economic families have educational facilities at home for their children to manipulate very early in life. They also send their children to kindergarten schools and buy the required text books. They encourage their children to study when they are back from school and persuade the underachieving ones to see the school counsellors, and this goes a long way to improve academic achievement of the adolescent children.

Recommendations

Base on the findings the following recommendations were made.

- i.** Parents that fall within the high socio-economic status should assist schools in the area of educational development by voluntarily providing learning materials to the less privilege children (adolescents) for the.
- ii.** Education constitutes an important industry in developing countries like Nigeria as it provides the required manpower in the development process. Parents should therefore consider the adolescents education as a rewarding investment and make all the necessary provision for them to be properly trained to became good and productive citizen in the society.
- iii.** Guidance and counselling services should be emphasized especially in government and public schools to aid adolescents with problem. Which usually emanate from emotional distress.
- iv.** The emergence and wide spread of private schools across the nation has made it impossible for governments schools to function properly. This is because most of our teachers and the rich people in the country prefer the private schools to public school for their children while the less privilege has not option but to continue with the public school. In order to balance the wide gap, government should restructure all public schools across the country by ensuring that qualified teacher are recruited and well paid. Also basic amenities should be provided for the public schools to ensure that standard is maintained. School fees, tuition fees, and all other academic level should be made affordable to the parents.
- v.** There is no more free education and even the so called free education is not actually free, exorbitant money is paid as school fees and all sorts of levy/fees. Some students drop out of schools as result of inability to pay fees. Government should introduce free educations to help the less privilege.
- vi.** Scholarships are reducing with a rapid rate. His scholarships that are meant for the less privilege are being channelled to the rich people because educations sectors Nigeria have been politicized. Schools have been turned to financial institution and business centres. Government and non-governmental organization (NGO) should encourage every citizen to educate by providing scholarship scheme to the less privilege. Doing scholarship with sincerity of purpose will enable the less privilege children benefits from such scheme.
- vii.** The economic crisis in Nigeria suggest that greater percentage of the population in Nigeria are living below poverty line and for growth to be achieved in educational system especially in the public schools, Nigeria has to address the issue of poverty, bridge the gap

between the rich and the poor, this will not only spark off high academic growth but delisting Nigeria from her academic poverty trap.

viii. Finally, the rise of educational standard to the zenith should be the primary goal of all. The government, political leaders and spiritual leader, parents, elders in the community should work in unity so as to restore the lost glory of education in this country.

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