Parents' Socio-Economic Status as Predictor of Academic Achievement of Students in Tertiary Institution in Oyo State, Nigeria

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Abstract
Education has been usually considered to be the cornerstone and pillow of economic growth and development. With formal schooling, it plays an important role in the enhancement of national development programmes. It is widely believe that to survive in the competitive world economy, quality education is the key variable. The study reported upon in this paper examines the academic performance of sample of 100 students who are in 200 and 300 levels from two departments in The College of Education, Lanlate, Oyo State. This study estimates the individual combined effects of selected family, student, and school characteristics on the student academic performance. The study rely on statistical analysis and the ordinary least square (OLS) regression analysis method was employed to empirically substantiate the impact of parents' socio-economic status on the student's academic performance. The findings of this study revealed parents' socio-economic indicators to have a positive significant effect on the academic performance of the college students. Some key findings of the study also reveal that mother educational level, student average monthly income, reading materials and residence, when viewing together, has, to some extent, positive impact in determining students' academic performance in college of education. It is therefore recommended that government should come up with a white paper that will bridge the gaps between children of the rich and the poor academically. There is need to enlighten parents on active participation by showing much commitment to their students' academic endeavours.

Keywords: *Socio-economic, status, academic performance, students, parent*

Introduction

Empirical evidence shows that education plays a significant role in influencing an individual's economic and social circumstances, with formal schooling playing an important role in the enhancement of economic growth (Krueger and Lindahl, 2001) Yusuf and Al-Banawi (2013) also noted that education must be considered as a key investment in modern economies because as previously seen within the frame-work of a knowledge-based economy, there are strong and positive correlation between economic activity and education in explaining economic growth. This view was also corroborated by Asiru (2014) who noted that education is a catalyst to the development of individuals, society and the nation as a whole. Education is a service that attempts to develop the potential of students of different abilities. Its effectiveness is generally defined to mean its impact on student performance. Most research has focused on the links between high schools and outcomes such as student academic performance, earnings of graduates and employment beyond schooling (Jones and Zimmer, 2001).

There is a strong relationship in attributes of development and what education aims at achieving. This is clearer if one understands that individuals make a society and the development of individuals, economically, socially, politically, morally and psychologically

means the development of the society. The economic development of the nation is dependent on the level of qualitative education of her citizens (Animugu, 2005) and according to Tilak (2002) education has been regarded as an instrument for poverty reduction. In this context, the increasing importance of educational experiences and achievements in shaping people's opportunities, especially their ability to secure decent work, has significantly implications for socio-policies in many countries (Machin, 2006).

Academic performance of a student can be regarded as the observable and measurable behaviour of a student in a particular situation. It can be defined as the display of knowledge or skilled attained as shown by the marks and grades achieved by students of a school in an examination, during and after a course content. A student's performance in a tertiary institution is an important determinant of future success (Olaniyan, 2006). Even though , examination is not a true test of knowledge, it seems to be the only measure of academic performance in our various schools.

In Nigeria today, serious concern has been expressed by employers of labour and the entire society about the quality of graduates from tertiary educational institutions. Several reasons have been suggested for the poor quality but perhaps no consensus has been reached as to the effect of parents' socio-economic status on the quality of our graduates and not secondary school students. This view was corroborated by Ugoji (2008) who lamented that students' academic performance is declining because they are confronted with so many school and non-school related demands and responsibilities.

Due to poor family background, some students engage in many economic activities that interfere with their study which lead to low academic performance. The view is in line with Adegbite (2014) who noted that most Nigeria students are every level of education sponsored their education by engaging in various kinds of works, like prostitution, tricycle driver, daily pay labourer, security guard, recharge card selling, fuel attendant and casual worker. It is against this general background that this study was conceived with a view to investigating the possible relationship of parents' socio-economic status to the academic performance of the students of the College of Education, Lanlate, Oyo State.

Statement of the Problem

Of all the problems facing Nigeria's education system, none is more agonizing and persistent as the poor academic performance of students. Over the years, the investigations of the factors that influenced academic performance of students have attracted the interest and concerns of school administrators, researchers, teachers and policy makers in Nigeria. This is because of the public outcries concerning the low standard of education in the country (Imoge, 2002). In their own view, 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, aimed at investigating the effects of parents' socio-economic status on students' academic performance in the College of Education, Lanlate, Oyo State.

Objectives of the Study

The general objective of this study is to find out the relationship between the parents' socio-economic status and the impact it has on the students' academic performance in institutions of higher learning while the specific objectives are:

i. To what extent do the home-student factors explain the variable in student academic performance?

ii. What is the relative contribution of each of the factors to academic performance of the students?

iii. To what extent the combination of home-student and school-related factors account for the variance in students' academic performance?

Scope of the Study

This study was focused on the College of Education, Lanlate, Oyo State. It is assumed that the information gathered from the college would be generalized to the other colleges of education since they have the same characteristics. However, the study was focused on randomly selected students from two schools and these are, Arts and Social Sciences and School of Education.

Literature Review

Concern with the low academic performance of some students has dominated the research activities of some scholars over the past years. Explanations for differences in academic performance among students of institutions of higher learning have tended to be driven by theories that place the responsibility for school failure on variety of factors.

Research has consistently shown that family background characteristics such as socio-economic status as measured by parental education level, parental occupation and family income have an influence on school achievement. Hakkinen et al (2003). Among socio-economic status indicators, parental level of education has been found to be most significant source of disparities in student performance Fuchs and Wobmann (2004), Yayan and Berberoglu (2004). Using PISA result, Fuchs and Wobmann (2004) concluded that the effects of parental education on reading performance of 15-years-old students are greater than on mathematics and science performance. PISA 2000 results indicated that students whose mother had completed their upper-secondary education achieved higher levels of performance in reading than other students in all participating countries
(OECD, 2001). Chen (2009) also posited that parental education is the key determinant of students' achievement.

In corroborating this view, Huang (2007) confirmed that there is a correlation between parents' education level and children's motivation and achievement at upper secondary schools. In their own view, Schiller et al (2002) have argued that regardless of national context, parents who have more education appear better-able to provide their children with the academic and social support important for educational success when compared to parents with less education. Parents with higher levels of education also have greater access to a wide variety of economic and social resources (e.g. family structure, home environment, parent-child interaction) that can be drawn upon to help their children succeed in school, Coleman (2006).

The income level of the family in which a child grown up is, perhaps, the best measure of the level of economic resources devoted to the child by the parents, and is often included in the studies of children's educational attainment. With but one exception, the family income variable positively associated with the educational attainment of the child, and the variable is statistically significant in more than half of all cases where a positive relationship is estimated. In line with this view, Shittu (2004) asserted that poor parental care of a child usually leads to poor academic performance of the child. Ndem in Omirin and Adeyinka (2009) also confirmed that parental support financially and morally have been found to be potent in improving students' performance. A sizable body of evidence exists, by Gregg and Machin (1999) which indicates that educational performance is significantly lower among children from disadvantaged backgrounds characterized by poverty, low levels of parental education, negative parental attitudes and negative neighbourhood characteristics. In his view, Ebenuwa-Okoh (2010) opined that if the finances of students are not adequate, the situation may affect their academic performance.

There are some evidences that make the source of income matters. Ceteris Paribus, there is a positive correlation between family income and student academic performance. This assertion is in line with Peters and Mullis (1997) views that higher family income is associated with higher student performance in most of the studies. Hill et al (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. It can be concluded that parental education and income of the household had significant positive effects on educational participation of both boys and girls.

Family size plays an important role in children`s educational attainment and social integration. Several studies have demonstrated that increased number of children in the family leads to less favourable child outcomes, presumably through the mechanism of resource dilution. Patrinos and Psacharopoulos (1995) Resource dilution refers to the quantity of time and material resources that parents are able to invest in their children.

According to Coleman (1991) when the number of children increases, parents can offer fewer resources per child. Under such conditions, all forms of family capital-financial, human and social are more finely spread across the children. Again, empirical evidence supports these claims: children from larger families have been found to have less favourable home environments and lower levels of verbal facility (Parcel and Menaghan, (1994) as well as higher rates of behaviour problems and lower levels of educational performance (Downey, 1995).

An empirical research carried out by Adeyemi and Uko (2004) posit that, the ability of higher institution of learning to produce quality graduates depends largely on the quantity and quality of teaching personnel available. This means that the quality of the graduates is simply reflection of the quality of academic staff, learning resources (libraries, laboratories, etc.) and funding limitation.

REVIEW OF THEORETICAL ISSUE

The Educational Production Theory Concept

It is also referred to as “input-output” analyses or “cost-quality” studies. Eric. A. Hanushek (1986). It examines the relationship among the different inputs into and outcomes of the educational process. Its history can be traced to equality of educational opportunity or more commonly the “Coleman Report”. It was conceived as a study of the distribution of educational resources within the United State of America by ethnic background and was employed to ascertain which of the various inputs into the educational process were most important in determining the achievements of students.

The Coleman Report appeared to demonstrate that differences in schools had little to do with differences in students’ performance. Instead, family background and the characteristics of other students in the school seemed much more important. The findings generated extensive critiques, policy discussions and further research (Eric Hanushek and John Kain, 1972; Samuel Bowles and Hency Learn, 1968). In an intermediate micro-economics classroom, production functions are generally assumed to be known precisely by decision makers, to involve only a few inputs that are measured perfectly, and to be characterized by a deterministic relationship between inputs and outputs (that is, a given set of inputs always produces exactly the same amount of output). The mix of input can either result to a very high academic performance or a poor academic performance. This indicates that academic performance is treated as the output produced by a school. Furthermore, it is assumed that all inputs can be varied freely. Education is a service that transactions fixed quantities of inputs (that is, individuals) into individuals with different qualities. Education studies concentrate on “quality” differences.

Research Methodology

The ordinary least square regression is an appropriate model in this study to estimate because both dependent and independent variables are specified. The objective of this study is to examine what extent does parents' socio-economic status explains the variance in student academic performance. The study was conducted using the schools of education and Arts and Social Sciences of the College of Education, Lanlate, Oyo State.

The researcher used data from the primary source extensively because of the nature of the subject under study. The information was collected through the administration of questionnaire to a cross section of 100 students in the two schools. These are 200 level and 300 level students, which represent students of 2017/2018 and 2018/2019 academic sessions set respectively. However, only students who have CGPA were considered while 100 level students were not involved in the study because they do not have CGPA yet.

Data Analysis and Discussion

Model

$$CGPA = \beta_0 + \beta_1 Gender + \beta_2 Department + \beta_3 Sec.Edu + \beta_4 Admin.Mode + \beta_5 Fat.Occ + \beta_6 Mot.Occ + \beta_7 Fat.Inc + \beta_8 Fml.Size + \beta_9 Parent.Qual$$

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	54	54.0	54.0	54.0
	Male	46	46.0	46.0	100.0
	Total	100	100.0	100.0	

Department

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Economics	50	50.0	50.0	50.0
	Education	50	50.0	50.0	100.0
	Total	100	100.0	100.0	

Secondary Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Private	29	29.0	29.0	29.0
	Public	71	71.0	71.0	100.0
	Total	100	100.0	100.0	

Admission Mode

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PCE	8	8.0	8.0	8.0
	Entrance Exam	92	92.0	92.0	100.0
	Total	100	100.0	100.0	

Father Occupation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Gov/CS	15	15.0	15.0	15.0
	Entpr/BP	20	20.0	20.0	35.0
	Tech/Eng	25	25.0	25.0	60.0
	health	20	20.0	20.0	80.0
	others	20	20.0	20.0	100.0
	Total	100	100.0	100.0	

Mother Occupation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Gov/CS	35	35.0	35.0	35.0
	Entpr/BP	5	5.0	5.0	40.0
	Tech/Eng	2	2.0	2.0	42.0
	health	13	13.0	13.0	55.0
	others	45	45.0	45.0	100.0
	Total	100	100.0	100.0	

Father Income

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 - 29,000	26	26.0	26.0	26.0
	30,000 - 59,000	32	32.0	32.0	58.0
	60,000 - 89,000	25	25.0	25.0	83.0
	90,000 - 119,000	15	15.0	15.0	98.0
	120,000 - above	2	2.0	2.0	100.0
	Total	100	100.0	100.0	

Parent Qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no edu	11	11.0	11.0	11.0
	Living Cert	12	12.0	12.0	23.0
	O'Level	25	25.0	25.0	48.0
	NCE/ND	10	10.0	10.0	58.0
	HND/BSc.	25	25.0	25.0	83.0
	Masters and Above	17	17.0	17.0	100.0
	Total	100	100.0	100.0	

Descriptive Statistics

	N	Mean	Std. Deviation
CGPA	100	3.7236	.60715
Students Characteristics			
Gender	100	.46	.501
Department	100	1.50	.503
Secondary Education	100	1.71	.456
Admission Mode	100	1.92	.273
Parents' Socio-Economic Status			
Father Occupation	100	3.10	1.345
Mother Occupation	100	3.28	1.826
Father Income	100	2.35	1.086
Family Size	100	5.93	2.955
Parent Qualification	100	3.77	1.620
Valid N (listwise)	100		

OLS Regression Results

N=100, R= 0.3611, R^2= 0.1304, Adjusted-R^2=-0.118, F-statistic= 0.5251, Prob. >F= 0.955

Predictors	Estimate	Std.Error	t-value	Pr(>|t|)
(Constant)	3.540074	0.440103	8.044	0.0000***
Students Characteristics				
Gender (Male)	-0.06503	0.143702	-0.453	0.652
Dptmt (Education)	-0.01965	0.141912	-0.138	0.89
Sec.edu (Public)	-0.00344	0.163349	-0.021	0.983
admi_mode (Entrance_Exam)	0.331413	0.262395	1.263	0.21
Parents' Socio-Economic Status				
Fatocc (Entpr/BP)	-0.13599	0.242307	-0.561	0.576
Fatocc (Tech/Eng)	0.087718	0.22856	0.384	0.702
Fatocc (health)	0.027299	0.235321	0.116	0.908
Fatocc (others)	-0.07768	0.233587	-0.333	0.74
Motocc (Entpr/BP)	-0.31467	0.347944	-0.904	0.369
Motocc (Tech/Eng)	-0.10891	0.499213	-0.218	0.828
Motocc (health)	-0.03658	0.223895	-0.163	0.871
Motocc (others)	0.208234	0.164726	1.264	0.21
Fatinc (30,000-59,000)	0.117363	0.178977	0.656	0.514
Fatinc (60,000-89,000)	-0.06355	0.195061	-0.326	0.745
Fatinc (90,000-119,000)	-0.10602	0.222225	-0.477	0.635
Fatinc (120,000-above)	0.165918	0.524469	0.316	0.753
Famsize	-0.0062	0.024148	-0.257	0.798
Par_qual (Living_Cert)	-0.40127	0.302531	-1.326	0.189
Par_qual (O'Level)	-0.07026	0.25764	-0.273	0.786
Par_qual (NCE/ND)	-0.04001	0.316128	-0.127	0.9
Par_qual (HND/BSc.)	-0.13516	0.260777	-0.518	0.606

Par_qual (Masters_and_Above) -0.0219 0.279034 -0.078 0.938

a. **Predictors:** (Constant), Parent Qualification, Family Size, Father Occupation, Secondary Education, Gender, Father Income, Department, Admission Mode, Mother Occupation

b. **Dependent Variable:** Academic Achievements (CGPA)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.235[a]	.055	-.039	.61888

a. Predictors: (Constant), Parent Qualification, Family Size, Father Occupation, Secondary Education, Gender, Father Income, Department, Admission Mode, Mother Occupation

Discussion

R= 0,235 is the coefficient of correlation between all the variables in the model. The interpretation is that since R= 0.235, then base on the analysis, the selected variables under study such as parent qualifications, family size, father occupation, father income, mother occupation, admission mode have a positive and low correlation [relationship] altogether. There exists a positive and low relationship among the tested variables.

R`2= 0.055. This means that about 5.5% of the total variations [changes] in the CGPA is being accounted for by the explanatory variables [predictors] while the standard error= .6188. This means that, average distance of the data points from the fitted line is about 62% of the CGPA.

Suggestions

In as much as parents' socio-economic status influences students' academic performance, as indicated in the study findings, the following recommendations have been made:

1. Government, at all levels, should come up with a white paper inform of scholarship for student from poor background and soft loans for the poor parents so as to have equal opportunity to education as children from high socio-economic status.
2. In order to bridge the gap between the have and have not students academically, government being the biggest finance of education, should increase its annual budget provision for education sector by providing free education at all levels.
3. Parents should be enlightened on active participation by showing much commitment to their students' academic endeavours so as to enhance their academic performance.
4. Government should provide free educational facilities for schools so as to enable all students have equal access to academic facilities.
5. Government should promulgate and implement meaningful educational policies to help in the improvement of the educational quality and academic performance of the students.

Conclusion

The findings of this study become significant given the importance of education in nation building. In Nigeria as in many other developing countries, education has been usually considered to be the cornerstone and pillow of economic growth and development. It has been regarded as the key to all national development programmes in terms of human and materials resources. It is widely believe that to survive in the competitive world economy, quality education is the key variable. This expectation has failed to materialize in Nigeria, hence, it constitutes a source of concern to the policy maker and educational stakeholders. Education is

assumed to be the driven force behind any development of a nation but the qualitative education is the one that can drive. Based on the findings of this study, it is concluded that parents' economic background, parents' educational qualification, size of the family, and students' average monthly income are significantly related to students' academic performance.

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