INFLUENCE OF SOCIO-ECONOMIC STATUS OF PARENTS ON THE ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN OGUN STATE, NIGERIA

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Abstract

The study examined the influence of socio-economic status of parents on the academic performance of secondary school students in Ogun state, Nigeria. Descriptive survey research design of the ex-post facto type was adopted for the study. A total of 400 secondary school students were randomly selected from 10 sampled schools of both private and public schools in Obafemi Owode and Sagamu Local Government Areas in Ogun State. A self designed questionnaire was used to collect information (r=0.72). Pearson Product Moment Correlation and independent t-test were used to analyse the data obtained from the respondents at 0.05 probability level. Findings showed that there is a significant relationship between parents' socio-economic status and students' academic performance (r=0.106, p<0.05). It was also revealed that there is a low, positive and significant relationship between parental concern and academic performance of students in senior secondary school (r=0.258, p<0.05). A significant mean difference was also found between the academic performance of day and boarding students (t (df=398) =3.805, p<0.05). Therefore, it was recommended that government and other stakeholders in secondary education should design scholarship schemes to help the brilliant students from low and medium socio economic status. Parents and guardians should encourage their wards to have the right disposition to academic pursuit irrespective of their socio-economic background.

Keywords: Socio-economic status, Parent's concern, Academic performance, Guidance

Background to the Study

Academic performance is a very important tool with which the success, ability and capability of a student to contribute to the development of a society is measured. The implication of this is that students that perform beyond average of the standard set by the society is not only seen as brilliant but as well probable to contribute meaningfully to the sustenance, growth and development of such society, especially, in the future. As a result of this, every society constantly observes the academic performance of its students at all levels of educational institutions.

Wholesome maximum development of the child is the primary concern of any educational system. Varied views have been advanced regarding this optimum wholesome development and ways of attaining it. Despite differences of views, there is agreement on one point that academic performance of the individual is the most important component of wholesome development. It has been observed that in Nigeria, the three tiers (federal, state and local governments) invest in educational reforms and innovations which have led to the increase in the development of educational sector. Government's interest and strong involvement in the education sector were evidences in her annual budget planning mechanism (FME, 2013). It is also a common knowledge that government recognizes education as a vital instrument for effecting national development. It is often said that the source of anything is to the sustenance of that thing. Therefore the government, having seen that education is the only root of individual and national development and also an essential apparatus which a particular nation can extremely adopt to achieve self-realization, civilized human relationship, individual and national efficiency, made frantic effort to set education in the balance of acquisition of effective skills to generate adequate productivity. This was also noted that the influence of education promotes effective citizenship which initiates national consciousness in line with unity and progress. The influence also promotes socio-cultural background of a society and as such harness the balance of socio-economic development, political, scientific and technical advantage which culminates into high level social recognition of a particular institution. However, despite this approvable effort broadly made annually by government to finance education, the problem of educational inequality still persists and eventually led to the

cause of inequality of educational opportunities in Nigeria and of which is the main subject to socio-economic difference that operationally engulfs our societies among many other things.

Socio-economic status (SES) is an economic and sociological aspect which entails total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education, and occupation. When analyzing a family's Socioeconomic status, the household income, earners' education, and occupation are examined, as well as combined income, versus with an individual, when their own attributes are assessed, or more commonly known to depict an economic difference in society as a whole. Socioeconomic status is typically broken into three categories (high SES, middle SES, and low SES) to describe the three areas a family or an individual may fall into. When placing a family or individual into one of these categories, any or all of the three variables (income, education, and occupation) can be assessed.

Here, it is of great consideration that socio-economic status of parents plays an important role in the academic performance and social behaviour of the students. In home environment there are a number of factors which contribute towards the wholesome development of the child, staying facilities, means of recreation, parental personality, administrative and supervisory policies at homes, humanistic relations and democratic discipline among family members etc. All these factors help in creating conducive home development. Therefore, the income of the family, education of the parents, the quality of life in family, home environment and standard of living influence the educational and social development of the students.

In the school system, the socio-economic status of parents is the economic and sociological factor which comprises the total measure of family economic and social position in relation to others, based on their income, education and occupation which influence the academic performance and the behaviour of their children (Bond, 2011).

Hence the aim of education may be put as bringing out board personality changes in the individual which includes attitudes, interests, ideals, ways of thinking, work habits, personal and social adaptability etc. The education of a child starts at very young stage in the family. The parents are the first teachers of a child. This education is called

informal education. The education plays the role of an institution of social change which is imparted to the children initially is the home environment.

The socio-economic status of parents influences the academic performance of their children through the influence of the school. This led to lack of equality in educational system, whereby in low socio-economic status (SES) schools, there are higher concentrations of inadequate knowledge for the students, they tend to have limited skills and fewer economic resources than high socio-economic status (SES) schools, which makes it difficult for students to grow in their reading ability. Low (SES) students are more likely to have less qualified teachers, which is associated with their reading growth rates being significantly lower than the growth rates of the high socio-economic status schools.

At home, it was noted that students learn the basic skill, behaviour, values and attitudes deemed necessary for their social living. In this regard, it means that by the time the child enters school and formally becomes a student he or she would become conscious of his or her personality. Under this circumstance, he or she has acquired some vital educational background, though the quality and extent of education acquired depends heavily on his or her parental socio-economic background and most importantly the environment in which the child comes from. The nature of education the child has acquired at home will automatically spur or hinder his or her attitude toward school and thus his or her academic performance.

In another development, however, educational psychologist broadly maintained that in education development of a student, home and school are the twin that play complimentary roles and also toward the social bringing of the children in the society. Omebe and Mgboro (2002) agreed on the ideology that the home is the forerunner of the school. They also expressed that the home and school are the two notable institutions that cultures a child to be what he/she is in the society. Egboh and Igba (2003) in their personal reflections added that the home and school are the two stages that combine efforts to propagate a child or children to face the challenges in his or her lives in the society. Okpaghonnia (2009) also stated the home is the basic education formation, while the school is heavily based and responsible for the addition and supplement. Therefore, if the foundation laid by

the home is fragile, the child may not stand firm and benefit adequately from the secondary school education. But, when its natural or educational formation satisfies and also effectively boosts its awareness toward the study, the school can feature to strengthen the foundation, greatness, awareness and intellectual performances laid down operationally for the child.

Moreover, there has been a concern among teachers, educators, and parents about the poor performance of secondary school students of Shagamu and Obafemi Owode Local Government Area in their internal or external examinations. Nevertheless this performance has been on object of worry to the parents of these students and most of the students themselves. This is as a result of the fact that among the students (especially those with intentions to further their education) after learning in secondary school, could not achieve the necessary and desired qualification that would have put them on the train to higher institution of learning.

Nweke (2010) stated that the actual cause of such failure was a result of the nature of family background, up-bringing and parental concerns in terms of socio-economic status, which gives birth to poor planning mechanism. Agbon (2013) asserted that the failure of some students from meeting up to the demands within the family, school and society was the negative influence of students toward the utilization of the available wealth of the family. He therefore went further to state that instead of the students to help in one way or the other, in contributing to the building of the socio-economic status of the family, they rather engage in the festival of exploiting the available one and then constitute the bedrock behind downfall of the social economy of the family and such ineffective developments however affects many other factors.

Abonyi (2010) asserted that, what yields to promote socio-economic status of the families is the availability of good initiative, co-operative work, harmonious relations, dedication to work, honesty, perseverance, rehabilitations, transformation, conservation, reconstruction and renaissance of one's found ideology and behaviour toward the management of promoting the social status of the family instrument to influence children in the system of education.
With these observations, the poor performance of secondary school students in school work could be traced to the schools, parental

attitudes, socio-economic status, environment etc. the main aim of this study is to examine the influence of socio-economic status of parents on the academic performance of secondary school students in Ogun state. Confidentially, the researcher intends to provide solutions to most of these problems above in the society.

Statement of the Problem
Every student in school performs in different ways in terms of academics which may either be positive or negative. It may be positive in the sense that the student would have a focus that leads to his or her upgrade and improvement in the social activities, this is due to the way he or she is brought up in his or her home. In the negative aspect, the family background and the way he or she was brought up may not be good in the sense that his or her parent don't enlightened him or her about basic things a child has to learn (for example; respect for elders, non-usage of foul languages and avoiding of indecent habits) which definitely affect the student in the nearest future. Experience has shown that among the secondary school students, there exist some differences in the income level and concerns of the parents which appears to influence students' academic performance in schools. The problem of this study is emphasized on what influence the socio-economic status of parents has on the academic performance of students in secondary schools in Performance

Hypotheses
The following hypotheses were tested to guide the study:
Ho$_1$: The socio-economic status of parents will not significantly promote the academic performance of students in secondary schools.
Ho$_2$: There is no significant relationship between parental concern and academic performance of students in secondary schools.
Ho$_3$: The students of low socio-economic status will not differ from students of high socio-economic status in terms of their academic performance.
Ho$_4$: There is no significant relationship between the academic performance of day and boarding students.

According to Okedije (2013) the education opportunities of the Nigeria student is clearly related to the socio-economic status of his parents.

Children of elite parents have better educational opportunities than the children of the non-elite parents. Members of the elite groups since they possess the academic qualifications, consequently, it becomes imperative that the principal inheritance for them is sound education. Many Nigeria students found themselves ejected and dejected by adults just because their parents are unable to support them adequately. The school system is failing to plan curriculum to provide them with alternative school or equip them with practical skills.

Parental Income, Material Circumstance and Student's Academic Performance

Parents' income level and material circumstance are factors that influence the academic achievements and performance of their children. According to Ogwu (2004), the high socio-economic status parents are to provide their textbooks and learning materials to encourage them in their various learning activities at home. It is believed that families with high socio-economic status often have more success in preparing their children for school because they always have access to a wide range of resources at their disposal to promote, uplift and support their children.

According to Blackmore (2011), the availability of funds from parents and other family members will affect such thing as quality of school attended, the number of books which a student possessed, and the attendance to private tutors and so on. A high income according to Bernistern (2011) enables parents to give their children the advantages that money can buy. A high-income parent provides their children with household equipment like, television, computer, books, educative video, radio, good school and so on which can help to improve their academic performance.

Doubey (2010) believes that in terms of material circumstance or environment, parents of the relatively high class are able to supply their children with more opportunities to learn those things which will aid their learning in school. The students from higher income families tend towards the costly and more beneficial courses while the students of poor families go towards the cheaper study programmes. Ramey and Ramey in Singh and Singh (2014) are of the view that "great challenges are faced by the parents at the time when they start to send their children to the schools. In addition, they have more appropriate

knowledge about the academic needs of their children. Thus, the children coming from well-to-do homes will have an advantage in learning due to prior and continuous experience resulting from the opportunities provided in their more privileged circumstances.

Environmental Factors and Influence on Student's Academic Performance.

According to Anene (2015) environment is the aggregate of all internal and external conditions affecting the existence, growth and welfare of people. Environment could also be described as the total circumstances surrounding an individual. Under this sub-heading, we shall concentrate on how environmental factors, the home/family and school influence the academic performance of student.

Maynard (2012) believed wholly that the performance of any child in school dated back to the basic support he/she got a home. According to him, love, sensible priorities, constant treatment and above all facilitate whatever he/she wanted towards good academic performance at school. It is therefore, obvious from studies cited above that parents' attitude, interest and value, which are product of his rearing practice at home. The home environment, involves the parents, children's and other relations whose attitudes remarks interaction, guides and corrections help a lot to enhance the child's aspiration and achievement.

Parents' occupation, education and family encouragement are very influential to raising or covering the child's educational attainment. Dave (2013), hypothesized some variables by which the home can easily influence the child achievement, the first, he called the achievement of parents, the second is the language model in the large family as demonstrated by Wilkins (2009) who observed from her study and research that as families get large, parents cannot guide their children the same amount of individual attention nor can they afford to provide them with so many of the things which help them to make best possible use of their intellect in school.

Doubey et al (2010) point out that evidence abounds that children are influenced by the peer group they keep. If the group is conscientious group interested in academic pursuit and excellence, members of the group are likely to be motivated for higher academic performance. The reverse is the case where the group is mischievous

peer group influences have been found to increase in most secondary school level of education.

Parental Level of Education, Attitudes, Values and Academic Performance of Students

Certainly, academic performance is a very important tool with which the success, ability and capability of a student to contribute to the development of a society are measured. The implication of this is that students that perform beyond average of the standard set by the society is not only seen as brilliant but as well probable to contribute meaningfully to the sustenance, growth and development of such society, especially, in the future. As a result of this, every society constantly observe the academic performance of its students at all levels of educational institutions. The academic performance of a student at school is determined by educational background of the parents as well as the interest and value parents attached to education. Stone (2016), observed that the parents educational level and values may affect the value and level of achievement of a student in school interested parents encourage their children to work hard by exposing them to different experiences which will help them to learn a lot of things before ever going to school, sometimes faster than those students who lack such experience.

The educational background basically means the type of education acquired by an individual. It can be western or religious depending on the environment and geographical location. Research shows that students from families where parents have less level of education tends to systematically perform worse in schools than students whose parents have more level of education.

According to Nanyonjo (2007), students from the educated parents who attended finished secondary education level and university performed considerably better than the students with parents who did not finish their education up to university levels. Students whose fathers had university degree may likely expect to have the highest increase in test scores. From the review, there is a general agreement that the students' family socioeconomic status can facilitate or militate against students' educational attainment.

Theoretical Models

Investment Theory
Becker and Tomes (2009) in biological and other endowments that parents pass on to their children, combined with what parents invest in their children. Endowment includes both genetic endowments such as a child's sex and race, as well as "cultural" endowments such as values parents place on their children education. Parents invest both time and money in their children's "human capital" especially by investing in their education, but also by purchasing health, good neighbours and other "input" that improve children future well-being. How much parents invest in their children is determined by their ability to finance investments (which is influenced by their income and access to capital) the return on investments in children may depend on children's biological and cultural endowments, so these may also influence their willingness to invest in their children. The relevance of the investment theory to the study is the fact that the theory deals with the fundamental issues on how family background influences the academic performance of children. Some parents prefer to invest in their business activities that will yield them quick turnover at the expense of their children future well-being. Whereas some parents spend their last penny just to ensure that their children acquire the best education. This may also affect or has a direct influence on a child educational achievement.

Good Parent Theory
Propounded by Adams and Singh (2010), the theory holds that low income hurts children not because poor families have less money to invest in their children, but because low income reduce parents' ability to be "good parents". There are two versions of the theory: the parental stress version and the role model version. The "parental stress" version which dominates psychology holds that poverty is stressful and that stress diminishes parents' ability to be supportive, consistent and involved in their children education. Poor parenting, in turn hurts the social and emotional development of children, which limits their education and social opportunities. The role model version emphasized parents' interactions with their children but it does not necessarily imply that poor parents are stressed. Instead, it usually

holds that low income parents develop values, norms and behaviours that are "dysfunctional" for success in the dominant culture. In this case their children in as a result, the children's own chances of decline in success. The parental stress model, stressed that when parental income increases parental stress declines and parenting skills improve. Therefore, good parent theory is relevant to the study because it deals with how the parent attitudes, thoughts and involvements influence their children academic performance.

Methodology

Descriptive survey research design of the *ex-post facto* type was adopted for the study and the population of the study was made up of all public and private senior secondary schools of Sagamu and Obafemi Owode Local Government Areas in Ogun State. Out of all the secondary schools in the study area, ten (10) schools were randomly selected and total of Forty (40) students were also randomly selected from each school to give a total sample of four hundred (400) senior secondary school students (SSS 3 students). The instrument used for data collection activities was a self-designed questionnaire titled "Student Socio-Economic Status Scale" (SSESQ), validated outside the secondary schools selected for the study that yielded a reliability coefficient r=0.72. Pearson Product Moment Correlation Coefficient and t-test statistics were used for analysis at 0.05 level of significance.

Results and Discussion

Hypothesis 1

There is no significant relationship between parents' socio-economic and students' academic performance

Table 1: Relationship between Parents Socio-Economic Status and Students Academic performance

Variable	N	Mean	Std. Deviation	r	Sig.	P-Value	Remark
Parent Socio-Economic-Status	400	11.7375	3.85106	0.106**	0.035	<0.05	Significant
Students' Performance	400	1.4825	.64477				

Pearson Product Moment Correlation coefficient was calculated to establish the relationship between parents' socio-economic status and students' academic performance. The result revealed a low, positive and significant relationship between the two variables (r=0.106, p<0.05) which implies that an increase in the parents' socio-economic status will lead to corresponding increase in students academic performance. Hence, there is no statistical reason why null hypothesis should not be rejected. Therefore, null hypothesis was rejected.

Hypothesis 2
There is no significant relationship between parental concern and academic performance of students in senior secondary school.

Table 2: Relationship between Parental Concern and Students' Academic Performance

Variable	N	Mean	Std. Deviation	r	Sig.	P	Remark
Parental Concern	400	1.4575	.53751	0.258**	0.000	<0.05	Significant
Students' Academic Performance	400	1.4825	.64477				

Pearson Product Moment Correlation was used to examine the relationship between parental concern and students' academic performance. The result reveals a low, positive and significant relationship between the two variables (r=0.258, p<0.05), which is an indication that parents concern for academic performance of students is low and an increase in parental concern about their children academic will cause the corresponding increase in students' performance. Therefore the null hypothesis was rejected.

Hypothesis 3

Academic performance of students with low socio-economic status will not significantly differ from those with high socio-economic status.

Table 3: Difference in Performance of Students with Low and High Socio-economic Status

Variables	N	Mean	Std. deviation	df	t	Sig	P	Remark
Low Socio-Economic Status	258	1.4457	.6166	398	-1.54	0.124	**0.05**	Not significant
High Socio-economic status	142	1.5493	.6901					

Independent t-test was used to examine the difference in performance of students of low and high socio-economic background, the result revealed that there is no significant different between the two set of the students (t (df=398) =-1.54, p>0.05). This implies that mean performance of students' with high socio-economic status' (mean=1.5493, SD=0.6901) was not significantly higher than those with low socio-economic status (mean=1.4457, SD=0.6166). Thus, there is no statistical reason why null hypothesis should be rejected.

Hypothesis 4
There is no significant difference between academic performance of day and boarding students in secondary schools in Ibadan.

Table 4: Difference in Academic Performance of Day and Bordered Students

Variables	N	Mean	Std. deviation	df	t	Sig	P	Remark
Boarding Student	78	1.81	.73956	398	3.805	0.00	**0.05**	significant
Day Students	153	1.45	.63806					

Independent t-test was used to examine the difference in performance of students of boarding and day students, the result revealed that a significant different between the two set of the students (t (df=398) =3.805, p>0.05). This implies that mean performance of boarding students (mean=1.81, SD=0.73956) is significantly higher than day students (mean=1.45, SD=0.63806). Thus, there is no statistical reason why null hypothesis should not be rejected. Therefore null hypothesis was rejected.

Hypothesis one examines whether there is significant relationship between parent socio-economic status and students' academic performance. The result revealed that a significant positive relationship exit between the two variables. This is an indication that parent socio-economic status have tendency to influence students' academic performance in the study area. This result is in alliance with the finding of Ogwu (2004) who reported that the high socio-economic status parents are able to provide their textbooks and learning materials to encourage their children in their various learning activities at home. However, Wilkins (2014)reported that low socio-economic status of parents (poverty) gives rise to inadequate and over-crowded housing condition and the accompanying ills such as malnutrition, chronic fatigue, physical and low standard of health which are contributing factors in education deprivation

Hypothesis Two shows the result of the analysis on activities that reflects parents concern for the academic performances of their children, it could be observed that majority the respondents agreed that their parents often buy learning materials for them, encourage them to study, do not disrupt their attendance in the school and also

employ employee private teachers for them. It could be inferred that most parents are concern about their children academic activities. Also, it could be concluded that the sampled respondents are likely to have good academic performance. The result from Hypothesis Two also reveals that a significant relationship exist between parental concern and student academic performance. This finding corroborate a study conducted by Alkin (2014) who found that students' achievement motivation was influenced by students' perception of parental support and involvement. If students' perception is positive regarding their parents' support and involvement, they will achieve well. Engin-Demir (2009), was of the opinion that parental involvement and interest will encourage children to do well in their academic pursuit. However, Adams and Singh (2010)concludes that type of parental involvement may make difference in the level of students' academic achievement and that in some cases parents involvement may not help academic scores.

Summary

This study examined the influence of socio-economic status of the parents on academic performance of secondary school students in Ogun state. The instruments were administered among the sample for the study, the data collected were analyzed using descriptive and inferential statistics and the results revealed that:

i.   A significant relationship exists between parents' socio-economic status and students' academic performance.

ii. Parental concern about student's academic activities has a significant positive relationship with students 'academic performance.

iii. There is no significant difference between academic performance of students from the low socio-economic status and those with high socio-economic status.

iv. A significant mean difference exists between academic performances of students in boarding and those in the day's schools.

v.   Descriptive analysis also revealed that majority of the parent of the sampled students is of the middle class socio-economic status.

vi.   Most parents of the sampled secondary school students have the concern for their students' academic performance.

Conclusion

Based on the result of the study, it was concluded that majority of the students in the study area are from middle level socio-economic status whose parents are mostly traders and farmer and have family size of 4-7 siblings. However, the parents of the sampled students show concern about their children academic activities which have a corresponding effect on their academic performance. It could be concluded further that socio-economic status of the middle class parents does not have negative influence on the academic performance of their children, but rather make them to be more concern about the academic pursuit.

Recommendations

Based on the findings of the study, it is therefore recommended that parents and guardians should encourage their children and wards to have right disposition and attitude to academic pursuit irrespective of their socio-economic backgrounds.

Also, secondary school teachers should be diligent enough to individualize teaching where it is necessary being mindful of the fact that some students are from low socio-economic status which might influence their response and performance in the class.

Also, the government and other stakeholders in secondary education should design a scholarship scheme to help students from low and middle socio-economic status.

Furthermore, individual students should identify their socio-economic background and prepare to do extra study in order to cope with their counterparts from high socio-economic status.

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