

PARENTS' SOCIOECONOMIC STATUS AND ACADEMIC PERFORMANCE OF STUDENTS OF GOVERNMENT DAY JUNIOR SECONDARY SCHOOLGASHAKA, YOBE STATE, NIGERIA

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Abstract

Socioeconomic status is social and economic measure of a person's position relative to others based on income, gender, education, and occupation. This study assessed parents' socioeconomic status and academic performance of students of Government Day Junior Secondary School Gashaka, Fika Local government Area, Yobe State, Nigeria. Descriptive survey research design was used for this study. The study population consisted of 635 male and female students. 20% of the population (127), comprising 95 male and 32 female, formed sample of respondents for the study. Research instrument used for this study was 15-item self-developed and categorical questionnaire. Frequency counts and percentages were used to analyze demographic information of respondents and to answer the research questions. Findings of the study revealed that parents' income status has effects on academic performance of students. It also revealed that parent's educational status has no effect on academic performance of students in the study area. It was recommended that Government should increase bursary allocation to the students from poor families and that parents should be highly sensitized about the benefits of parental involvement in education affairs of their children.

Keywords: Socio-economic status, Income, Education, Academic performance and Students

Introduction

Socio-economic status is relevant to all realms of behavioural and social aspects of life. Uchechukwu, Jeribe, Opara, Christopher and Chinyerem (2014) opined that socioeconomic status is social and economic measure of a person's position relative to others based on income, gender, education, and occupation. When analyzing a family's social economic status, the household income, earners' education and occupation are examined. American Psychological Association (APA) in Ogunshola and Adewale (2012) stated that socioeconomic status is commonly conceptualized as the social standing or class of an individual or group. It is often measured as a combination of education, income and occupation. An examination of socioeconomic status of parents reveals inequalities in access to and distribution of resources, including education to the children.

The responsibility of training a child always lies in the hands of the parents. This is congruent with the common assertion of sociologist that education is an instrument of cultural change which is being taught from home(Ogunshola and Adewale, 2012). That is to say, educational status of a parent as a component of socioeconomic status, goes a long way in ensuring quality education for the children. Akanle (2017) noted that education is the best legacy a nation can give to her citizens especially children and youth. This is so because the development of any nation or community depends largely on the quality of education of such a nation. Hence, formal education remains the vehicle for social-economic development and social mobilization in any society which its provision lies on the government with support from parents, although is inferred by the social and economic variations in the societies. Children of high socioeconomic parents are mostly motivated to perform

well at school. They are provided with the required learning materials and all other things that are necessary for proper learning (Osonwa, Adejobi, Iyam, & Osonwa, 2013).

According to Jencks in Ogunshola and Adewale (2012), the family is the oldest human group and the basic one, with the family structure varying from society to society. The central focus of family activities is child bearing and the unitary induction of the child into culture of the society in terms of socialization. The family lays the psychosocial, moral, and spiritual foundation in the overall development of the child. It plays a crucial role in the dissemination of formal and informal education of the child (Odoemana, 2012). Its characteristics represent a number of variables like education, occupation, income, gender status, beliefs, etc. A family's socioeconomic status correlates with academic achievements of the children. Osonwa, Adejobi, Iyam, and Osonwa (2013) argued that socio economic status of parents does not only affect the academic performance of the students but also makes it possible for children from low financial background not to compete very well with their counterparts from high socioeconomic background under the same academic environment. Occupational prestige as one component of socio-economic status encompasses both income and educational attainment. Occupational status reflects the educational attainment required to obtain the job and income levels that vary with different jobs and within ranks of occupations. Study conducted by Uchechukwu, Jeribe, Opara, Christopher & Chinyerem (2014) revealed that children with lower economic status parents are often left at home to fend for themselves and their younger siblings, while their caregiver work long hours; compared with their well-off peers. Children and families living in poverty are at greater risk of hunger, homelessness, sickness, physical and mental disabilities, violence, teen parenthood, family stress and educational failure. It is a combination of environmental factors as well as family influence that contributes to students' academic success. If a student has not eaten for days, he/she may not maintain focus in classroom. Children coming from low financial background are not usually well motivated to function effectively in the classroom Uchechukwu, Jeribe, Opara, Christopher & Chinyerem (2014).

According to Agulana and Nwachuku in Ovansa (2017), in the quest of finding survival feet and lessen the gap in socioeconomic status of parents, the Nigerian Government has evolved series of socio-economic and educational measures and policies such as Structural Adjustment Program (SAP), Universal Primary Education, (UPE) and Universal Basic Education (UBE). Unfortunately, these measures have not improved the socio-economic and educational status of families in the country. They have rather increased suffering and widened the socio-economic gaps between families of different socio-economic status. Findings of a study conducted by Zhang (2012) on students and their families' income revealed that students reading skills, verbal interaction and phonological awareness vary in relation to their families' level of income. The results showed that low-income children exhibited lower levels of cognitive-linguistic skills, lower verbal interactions and lower phonological awareness and generally lower academic performance than their counterparts from high and middle-income families. Sean (2013) posited that the impact of the parents' income can be shown in the early timing of the students' learning. He maintained that parents of higher income take their children to school earlier than their lower income counterparts.

Furthermore, study conducted by Mudassir and Abubakar (2015) on the impact of Parents' educational status on academic performance of secondary school pupils in Kuala Terengganu, Malaysia revealed that students from parents with formal education perform better than those from parents with informal education. It is therefore against this background that this study assessed parents' socioeconomic status and academic performance of studentsof Government Day Junior Secondary School Gashaka, Yobe State, Nigeria.

Objectives of the Study

The objectives of this study were to assess:

- i. Effects ofparent's income status on academic performance of studentsof Government Day Junior Secondary School StudentsGashaka, Yobe State, Nigeria.

- ii. Effects of parent’s educational status on academic performance of students of Government Day Junior Secondary School Students Gashaka, Yobe State, Nigeria.

Research Questions

The following research questions were answered:

- i. Does parent’s income status have effect on academic performance of students of Government Day Junior Secondary School Gashaka, Yobe State, Nigeria?
- ii. Does parent’s educational status have effect on academic performance of students of Government Day Junior Secondary School Gashaka, Yobe State, Nigeria?

Methodology

Descriptive survey research design was used for this study. The design deals with the study of a group of people by collecting and analyzing data from only few people considered to be representative of the entire group, (Krosnick, 2015). The design was suitable for the study because it allowed for sampling and making inference. This study was conducted at Government Junior Day Secondary School (GDJSS) Gashaka, Fika Local Government Area of Yobe State, Nigeria. It is run by the State Universal Basic Education Board (SUBEB), under the state Ministry of Education (MoE). The study population consisted of 635 male and female students. 20% of the population (127), comprising 95 male and 32 female, formed sample for the study. This was in line with opinion of Nwana (1981) that if the population for a study is a few hundreds, 40% or more samples will do; if many hundreds, 20% or more will do; if a few thousands, 10% sample will do; and if several thousands, 5% or less will. Research instrument used for this study was 15-item self-developed and categorical questionnaire. The questionnaire was divided into two (2) sections: section A sought data on demographic characteristics of the respondents and section B sought data on effects of parental socioeconomic status on academic performance of students.

Data were collected, over a period of 3 days, by the researchers with the help of research assistants who could speak the local language in the study area. Respondents available during data collection phase were administered the questionnaire and guided to respond as appropriate. Data on socio-demographic characteristics of the respondents and effects of parental socioeconomic status on academic performance of students were analyzed using frequency counts and percentages.

Results

Results of this study are presented below:

Table 1: Demographic Characteristics of Respondents

S/N	Variable	Frequency	Percentage
1. Age (years)			
	b) 12 -17	64	50.4
	c) 17-22	44	34.6
	d) 22-27	19	15.0
2. Gender			
	a) Male	56	44.1
	b) Female	71	55.9
3. Last Cumulative Grade Average Points			
	a) Distinction	20	15.7
	b) Credit	102	80.3.
	c) Pass	2	1.6

	d) Fail	3	2.4
4.	Parents' Income Status		
	a) low	36	28.3
	b) medium	75	59.1
	c) high	16	12.6
5.	Parents' Educational Status		
	a) No formal education	34	26.8
	b) Primary Sch. Leaving Certificate	16	12.6
	c) SSCE	36	28.3
	d) NCE/OND	21	16.5
	e) Others	20	15.7

Table 1 contains demographic information of the respondents. It shows that 64(50.4%) respondents were within age range of 12 -17 years, 44(34.6%) respondents were within age range of 17-22 years and 19(15%) respondents were within age range of 22-27 years. This therefore indicates that majority of the respondents were within the age range of 12-17 years. It also revealed that 56(44.1%) years were male and 71(55.9%). This shows that majority of the respondents were female. It further revealed that 20(15.7%) respondents had “Distinction” as last cumulative grade point average, 102(80.3%) respondents had “Credit” as last cumulative grade average point, 2(1.6%) respondents had “Pass” as last cumulative grade point average and 3(2.4%) respondents had “Fail” as last cumulative grade point average. This therefore indicates that majority of the respondents had “Credit” as last cumulative grade point average. The table further shows that 36(28.3%) respondents were from parents of low-income status, 75(59.1%) respondents were from parents of medium--income status, and 16(12.6%) respondents were from parents of high-income status. This therefore reveals that majority of the respondents were from parents of medium income status.it also shows that 34(26.8%) respondents were from parents of that had no formal education, 16(12.6%) respondents were from parents that had primary school leaving certificates, 36(28.3%) respondents were from parents that had secondary school certificates, 21(16.5%) respondents were from parents that had NCE/OND, and 20(15.7%) respondents were from parents that had other forms of qualifications. This therefore implies that majority of the respondents were from parents with secondary school certificates.

Research Question 1: Does parent’s income status have effects on academic performance of students of Government Day Junior Secondary School Gashaka, Fika Local government Area, Yobe State, Nigeria?
Table 2: Respondents’ View on Effects of Parents’ Income Status on Students’ Academic Performance

S/N	Variables	Response	
		Agreed	Disagreed
6.	Income of parents affects students’ performance by staying away from school to complement in feeding the family	62(48.8%)	65(51.2%)
7.	Income of parents affects students’ performance through poor nutritional provision	65(51.2%)	62(48.8%)
8.	Income of parents affects students’ performance by not paying school fees as at when due	48(37.8%)	79(62.2%)
9.	Income of parents affects students’ performance through inadequate provision of learning materials	63(49.6%)	64(50.4%)
10.	Income of parents affects students’ performance by not catering for extra-lessons to the children	78(61.4%)	49(38.6%)

Table 2 contains respondents’ views on effects of parent’s income on students’ academic performance of students of Government Day Junior Secondary School Gashaka, Yobe State. The table indicates that 62(48.8%) respondents agreed that income of parents affects students’ performance by staying away from school to complement in feeding the family while 65(51.2%) respondents disagreed; 65(51.2%) respondents agreed that income of parents affects

students’ performance through poor nutritional provision while 62(48.8%) disagreed; 48(37.8%) respondents agreed that income of parents affects students’ performance by not paying school fees as at when due while 79(62.2%) disagreed. It further indicates that 63(49.6%) respondents agreed that income of parents affects students’ performance through inadequate provision of learning materials while 64(50.4%) respondents disagreed; and 78(61.4%) respondents agreed that income of parents affects students’ performance by not catering for extra-lessons to the children while 49(38.6%) disagreed. This therefore implies that majority of the respondent had agreed that parents’ income status affect students’ academic performance.

Research Question2: Does parent’s educational status have effect on academic performance of students of Government Day Junior Secondary School Gashaka, Fika Local government Area, Yobe State, Nigeria?

Table 3: Respondents’ View on Effects of Parents’ Educational Status on Students’ Academic Performance

S/N	Variables	Response	
		Agreed	Disagreed
11.	Educational status of parents affects students’ performance through poor motivation	73(57.5%)	54(42.5%)
12.	Educational status of parents affects students’ performance by not helping with home works	44(34.6%)	83(65.4%)
13.	Educational status of parents affects students’ performance through not setting goals	55(43.3%)	72(56.7%)
14.	Educational status of parents affects students’ performance through late enrollment in school	73(57.5%)	54(42.5%)
15.	Educational status of parents affects students’ performance through poor involvement in school affairs by parents	46(36.2%)	81(63.8%)

Table 3 contains information on respondents’ views on effects of parents’ educational status on students’ performance of students of Government Day Junior Secondary School Gashaka, Yobe State. The table indicates that 73(57.5%) respondents agreed that educational status of parents affects students’ performance through poor motivation while 54(42.5%) respondents disagreed; 44(34.6%) respondents agreed that educational status of parents affects students’ performance by not helping with home works while 83(65.4%) respondents disagreed; 55(43.3%) agreed that educational status of parents affects students’ performance through not setting goals while 72(56.7%) disagreed. It further shows that 73(57.5%) respondents agreed that educational status of parents affects students’ performance through late enrollment in school while 54(42.5%) respondents disagreed; and 46(36.2%) respondents agreed that educational status of parents affects students’ performance through poor involvement in school affairs by parents while 81(63.8%) respondents disagreed. This therefore majority of the respondents disagreed that parents’ educational status has effects on students’ Academic Performance in the study area.

Discussion

This study was conducted to assess parents’ socioeconomic status and academic performance of students of Government Day Junior Secondary School Gashaka, Yobe State, Nigeria. Finding of the study revealed that majority of the respondents were between the age of 12-17 years, were female, had “Credit” as last cumulative grade point average, were from parents of medium income status, and were from parents with secondary school certificates. Finding of the study also revealed that majority of the respondents agreed that income of parents has effects on academic performance of students by making them stay out of school to complement in feeding the family, through poor nutritional provision by the parents, by not paying school fees as at when due, through inadequate provision of learning materials, and by not catering for extra-lessons to the children. This means that

parent's income has effects on academic performance of students in the study area. This finding is in line with that of a study conducted by Uchechukwu, Jeribe, Opara, Christopher & Chinyerem (2014) on impact of parental income on academic performance of the Egbu Girls Secondary School students in Owerri North Local Government, which revealed that children with lower income-status parents are often left at home to fend for themselves and their younger siblings, while their caregiver work long hours, and that students with lower income parents are at greater risk of hunger, homelessness, sickness, physical and mental disabilities, violence, teen parenthood, family stress and poor academic performance.

Furthermore, finding of this study revealed that majority of the respondents disagreed that educational status of parents affects students' performance by not helping with home works, though not setting goals, and through poor involvement in school affairs by parents. It meant that majority of the respondents disagreed that parent's educational status has effects on academic performance of students in the study area. This finding opposed that of study conducted by Mudassir and Abubakar (2015) on the impact of parents' educational status on academic performance of secondary school pupils in Kuala Terengganu, Malaysia which revealed that parent's educational status has effects on academic performance of their children. The study showed that educated parents get fully involved in academic affairs of their children, provides motivation and all environment required for sound learning and better academic performance to their children. The finding also opposed opinion of Odoemana (2012) that educational status parent plays a crucial role in the boosting academic performance of their children.

Conclusion

It was concluded, based on findings of this study, that parents' income status has significant effects on academic performance and that parent's educational status has no effects on academic performance of students of Government Day Junior Secondary School Gashaka, Yobe State, Nigeria.

Recommendations

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

- i. Government should provide bursary allocations to the students from poor families to retain them in school and enhance their academic performance.
- ii. Parents should be highly sensitized about the benefits of parental involvement in education affairs of their children.

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