

FAMILIES' SOCIO-ECONOMIC STATUS AS PREDICTOR OF STUDENTS' ACADEMIC PERFORMANCE AMONG JUNIOR SECONDARY SCHOOLS IN OWERRI EDUCATION ZONE 1, IMO STATE

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Abstract

The study was designed to investigate Family's socio-economic status as a predictor of students' academic performance among junior secondary schools in Owerri Education Zone 1, Imo State. Four research questions and four hypotheses guided the study. The study employed Correlation survey design. The total population is 21, 538 JSS two students from 15 junior secondary schools in Owerri education zone 1 and a sample size of 1, 100 was draw according to Nwana, 1981, that recommend 5% of the total population. A stratified sampling technique was used to group the sample size according to their location or place of residence and a minimum of three schools were selected each from the local government area for easy access to information on the sample size. Data were collected from two sources, which are researcher structured questionnaire and students academic records titled Parents' Socio-Economic Status Relationship With Students' Academic Performance (PSESRAWAP) questionnaire. The instrument was subjected to both validation and reliability test with a reliability coefficient of 0.89. Pearson Moment Correlation Coefficient were used to analyze the research questions while t-test was used to test the hypotheses. The major funding of the study indicated that families' income, area of residence and family structure positively correlate with children's academic performance. However, the study also found out that there is a non significant positive relationship between parents' level of education and their children's academic performance. Based on the findings of the study some recommendations that could improve the academic performance of students were made. The management of secondary schools should ensure that every school have functional guidance and counselling services to counsel students with coping / adaptability problems from home to school.

Keywords: Family, Socio-Economic Status, Academic Performance.

Introduction

Every nation's survival is directly dependent on the sound educational background of her citizenry. Education is a catalyst to the development of a child, individuals, society and the nation as a whole (Asiru, 2014). It is an important tool for social growth, development and interaction of all elements in the society for its economic, social and political well-being (Dagbo, 2014). Education plays a critical role in human capacity building and skills acquisition (Olayanju, 2014). It is a process by which the mind of human being develops through learning at Homes, Streets, religious Institutions like Churches and Mosques, Schools, Colleges or Universities. Education is also a process whereby a person develops attitudes and abilities that are considered to have value and relevance in the society. It is the best legacy a nation can give to her citizens especially children and youth. Every nation hoping to have bright future needs to emphasize education because it is the only way to much development (Abdu-raheem, 2015).

In spite of the fact that the development of any nation depends largely on the quality of education of her citizen, the academic performance of most Nigerian youth in secondary schools is decreasing. This has become a major concern of education stake-holders and researchers. Imogie (2002) drew attention to the public outcries concerning the low quality of education in Nigeria. Ugoji (2008) lamented that students' academic performance is declining because they are confronted with so many school and non-school related demands and responsibilities. Academic performance is the degree or level of success attained at the end of an academic endeavour (Iwundu, 2001). The author further explained that academic performance has three dimensions such as excellent, average and poor. The dimensions/categories help in proper evaluation of students and identification of their strength and weakness.

Family is a primary unit in every society. It is the main institution of society through which procreation and mating behaviour of individuals are regulated. It is universal in the sense that no human society exists or has existed without some form of family organization (Nwadike, 2014). The society and the school are responsible for the education of the child. A child is a product of the family and students in schools are made up of children who are under the care of their parents or guardians. Nevertheless, the success of the school in performing its function to the child depends to a large extent on the family's socio-economic status. It deals with the provision of educational needs of a child. The issue of excellent or poor academic performance of secondary school students has been attributed to some factors such as the school environment, peer influence and families' socio-economic status (Ijeoma & Oporum, 2013).

Family socio-economic status is among the factors in home environment that can affect a child. It refers to the families' level of income which may help them to embark on sound educational training for their children (Nwadike, 2018). Socio-economic status according to Ahumibe, (2013) is the combination of external, social and economic conditions of parents that influence the operations and the performance of family members. The author further explained that Socio-economic status of families is determined on the basis of the parents' income, occupation, educational level, residential area and family structure.

Based on these, socio-economic status according to Ahumibe is classified into low, middle and high. Following these classifications the rate of comprehension and perception of educational issues differs among the social class. This affects the parenting styles and wellbeing of the children. Agah (1990) stated that parent from families with low socio-economic status tend to be more authoritative and restrictive on their children but slow in the provision of basic necessities like housing, food clothing and health care that may further enhance the smooth learning or education of a child. The low Socio-economic status is characterized by high rate of school drop out to engage in subsistence farming and become house maids or engage in other menial jobs to support their academic pursuit (Aka, 2010).

In middle Socio-economic status family, the parents are able to provide basic needs of the family such as good accommodation, food and medical care. Their top priority is education and health care of family. Parenting style here is authoritarian and permissive. The child is given little chance to make contributions to certain family issues (Hassan, 2009).

The parents in the families of high Socio-economic status have more success in preparing their children for school, because they have access to a wide range of resources to promote their children's development (Jerrim, 2009). They are able to provide their children with books, good study room and adequate diet. The parenting style here is democratic where the child's view are sorted and given due consideration (Agah, 1990).

These variations in the children's social background bring about the deficiencies in the social and cultural background of individual which may be responsible for their differences in their academic performance. (Ahumibe, 2013). The author opined that parent's educational attainment, their income, family structure and area of residence exacts considerable influence on the child's life, the type and level of education the child receives, his career prospects and other social privileges and opportunities.

Some parents have basic education, some secondary and others higher education. Ahumibe pointed out that the level of education of parents have

great impart on the child's life chances, just as the parents' income which could be low, middle or high determines the child's level of exposure to certain experiences which could be positive to the students academic performance. The family structure as an aspect of the parents' economic status has its own impart on the child's performance at school, in situations where the family is not stable or broken, a lot of vices that may not promote academic exercises may occur. However, the environment in which the child is living (area of residence) can increase or decrease a child's motivation to learn which may effect his academic performance at school.

There has been growing concern and interest among teachers, counsellors and school administrators in the country over low level of educational standard, particular the poor performance of junior secondary schools in examinations. There are different opinions on the causes of poor performance in schools, Uwaifor, (2008) identified problems responsible for students' poor performance to problem of teachers, inadequate facilities in the schools, problems traceable to students, problems caused by parents and the society and problems of the government polices with low funding of the education sector. The researcher therefore, intends to find out the extent of relationship between families' socio-economic status and academic performance of junior secondary school students in Owerri education zone one.

Statement of the problem

Secondary school students experience a lot of problem in having enough school materials to read and prepare for examination. Many of them cannot feed well, wear a good school uniform, pay their school fees early so that they will not be sent out of the class room let alone get adequate medical treatment so as to be fit for examination. Many of these students hawk in the streets before going to school so as to support their academic pursuit. This contributes to student's persistent poor academic performance. Children from low socio-economic status family are characterized by poor academic performance that may lead them to drop out of the school. The problem of this study lies in the inability of parents to provide financial and psychological support necessary for students' actualization of their potential and how these could possibly make a difference in students' academic performance.

Purpose of the study

The general purpose of the study is to determine the relationship between family's socio-economic status and students' academic performance.

Specifically, the study sought to;

- examine whether the income of family's have any relationship with students' academic performance.
- determine whether the family's level of education have relationship with students' academic performance.
- examine the relationship between family's location and students' academic performance.

Research questions

- What is the relationship between family's income and students' academic performance.
- How is parent's educational level related to students' academic performance.
- What is the relationship between family's location and students' academic performance..

Hypotheses

- There is no significant relationship between family's income and students academic performance.
- There is no significant relationship between family's educational level and students' academic performance.
- There is no significant relationship between family's location and students' academic performance.

Methods

The study adopted the correlation survey research design to determine the relationship between families' socio-economic status and academic performance of secondary school students. The research was carried out among JSS 2 students in Owerri educational zone one Imo state. The target population was the entire 65 public junior secondary schools in Owerri education zone 1, with the total of 21,538 students. A sample size of 1,100 was drawn that 5% of the total population may be used as recommended by Nwana (1981). A stratified sampling technique was used to select sample size according to their location or place of residence and a minimum of three schools were selected each from the local government area. The data for this study was collected using a researcher structured questionnaire and students academic records titled Parents' Socio-Economic Status Relationship With Students' Academic Performance (PSESRWAP) questionnaire. The instrument was validated by three experts, two from Guidance Counselling Unit and one from Measurement and Evaluation all in University of Nigeria, Nsukka. Reliability coefficient of 0.89 for the instrument was established

using cronbach alpha. Data collected were analyzed using pearson moment correlation coefficient to answer the research questions while t-test analysis was used to test the hypotheses.

Results

Research Question 1: What is the relationship between families' socio-economic status and their children's academic performance?

Table 1: Relationship between family's socio-economic status and children academic performance.

Students' Performance	Families' Socio-economic Status		r	Coefficient of Determination
	High	Low		
60% and above	231	191		
40% - 59%	245	202		
05% - 39%	119	111	+0.99	0.98

The results in table 1 shows that the relationship between family's socio-economic status and children academic performance is +0.99. It also shows a coefficient of determination of 98%. Thus, the association between families' socio-economic status and their children's academic performance is strong and positive.

Research Question 2: How is Family's educational level related to children's academic performance?

Table 2: Relationship between family's educational level and children's academic performance.

Students' Performance	Families' Educational level		R	Coefficient of Determination
	Educated	Uneducated		
60% and above	239	184		
40% - 59%	271	176		
05% - 39%	103	127	+0.95	0.90

From the table 2, it is evident that the relationship between family's educational level and children's academic performance is +0.95. The coefficient of determination is 90%. As such there is a strong and positive relationship between family's educational level and their children's academic performance.

Research Question 3: What is the relationship between Family’s location and their children’s academic performance?

Table 3: Relationship between family’s location and their children’s academic performance.

Students’ Performance	Families’ Area of Residence		R	Coefficient of Determination	Decision
	Urban	Rural			
60% and above	180	243			Strong and Positive
40% - 59%	196	251			
05% - 39%	98	132	+0.99	0.98	

Table 3 shows that the result of the relationship between families’ location and children’s academic performance is +0.99. It has a coefficient of determination of 99%. Therefore, a strong and positive association exists between families’ location and children’s academic performance.

Hypothesis 1: There is no significant relationship between family’s socio-economic status and students’ academic performance.

Table 5: Summary of Pearson correlation on the significance of the relationship between family’s socio-economic status and students’ academic performance.

Number of pairs of data	R	df	t-cal	t-critical
3	+0.99	1	7.02	6.31

P<0.05

Table 5 shows the Pearson correlation result for hypothesis 1. The table shows that the calculated value of t(7.02) is greater than the critical value of t(6.31) at alpha level of 0.05. Thus, the null hypothesis is not accepted. Therefore, there is a significant relationship between family’s socio-economic status and students’ academic performance.

Hypothesis 2: There is no significant relationship between Family’s educational level and students’ academic performance.

Table 6: Summary of pearson correlation on the significance of family's educational level and students' academic performance.

Number of pairs of data	R	df	t-cal	t-critical
3	+0.95	1	3.06	6.31

$P < 0.05$

From the data in table 6, the Pearson correlation results for hypothesis 2 reveals that the calculated t-value(3.06) is less than the critical(6.31) at alpha level of 0.05. As such, the null hypothesis is accepted. Hence, there is no significant relationship between family's educational level and students' academic performance.

Hypothesis 3: There is no significant relationship between family's location and students' academic performance.

Table 7: Summary of Pearson correlation on the significance of the relationship between Family's location and students' academic performance.

Number of pairs of data	r	df	t-cal	t-critical
3	+0.99	1	7.02	6.31

$P < 0.05$

The Pearson correlation results on table 7 show that the calculated t-value (7.02) is more than the t-critical(6.31) at alpha level of 0.05. Therefore, the hypothesis 3 is not accepted. Thus, there exists a statistically significant relationship between families' area of residence and students' academic performance.

Discussion of Findings

The results show that the relationship between families' socio-economic status and their children's academic performance is strong and positive. The positive correlation between families' socio-economic status and their children's academic performance suggests that as the families' socio-economic status increases, their children's academic performance also improves and vice versa. Strength of the correlation is high (0.99), as such, there is a close relationship between families' socio-economic status and their children's academic performance. The results of the hypothesis on the relationship between families' socio-economic status and their children's academic performance at an alpha level of 0.05 shows that the relationship is

statistically significant. The findings are consistent with the outcome of a study by Ahumibe, (2013); Mermon, Muhammad and Khurram, (2010) which holds that there is a significant association between parents' income and students' achievement. Conversely, the result of the study differs from the findings of Davis-Kean, (2005) which holds that there is no significant relationship between parents' income and their children's academic performance.

The non-significant correlation between family's educational level and their children's academic performance signifies that family's educational level do not have any significant influence on their children's academic performance. The result of test of hypothesis on the relationship between families' educational level and their children's academic performance at an alpha level of 0.05 is not significant. The result of the study agrees with the views of Ogunshola and Adewale (2012), that observed that parents' educational level has no significant influence on their children's academic performance. Hassan's, (2009) findings show that the relationship is moderate and positive. The finding of Okeke, (2005) differs from this study in that the author posited that children's academic performance does not differ based on their parents' educational level.

The positive correlation between family's location and their children's academic performance implies that the children's academic performance is largely dependent on their family's location. More also, the result of test of hypothesis on the relationship between family's location and their children's academic performance at an alpha level of 0.05 indicates a significant relationship. This is consistent with the findings of Mermon, Muhammad and Khurram, (2010) that there is a significant relationship between family's location and their children's academic performance.

Recommendations

- Government should put in place social and economic policies to enable children whose parent have low social economic status to advance their course in education.
- The management of secondary schools should ensure that every school have functional guidance and counselling services to counsel students with coping / adaptability problems from home to school.

Conclusion

- There is strong, positive and significant relationship between the family's income and students' academic performance.

- There is no significant positive and strong relationship between family's education level and their students' academic performance.
- The relationship between family's location and their students' academic performance is strong, positive and significant.

Educational Implications of the study

The findings of the study have a number of implications especially with respect to the realization of specific goals of secondary education as enshrined in the national policy on education. The study reveals that there is a strong and positive relationship between parents' income and their students' academic performance. This implies that parents' financial status is a key determinant of their children's academic performance and therefore every parent of children of junior secondary school age should have the education of their children as their top-most priority in their scale of preference of family needs.

The study also indicated that there is no strong positive relationship between parents' level of education and students' academic performance. The academic performance of student is not significantly affected by the level of education of parents. Therefore, failure or good performance of students according to the study cannot be attributed to the academic exposure of parents.

Lastly, the findings of the study also show that the relationship between parents' location and their children's academic performance is strong and positive. The implication is that the children's academic performance is dependent on parents' location.

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