



## Parents Socio-Economic Factors as it Affect Students Academic Performance in Selected Public Secondary Schools in Ado Local Government Area of Ekiti State

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### Abstract

The study examined the influence of parent's socio-economic status on the academic performance of students in selected public secondary schools in Ado Local government area of Ekiti State, Nigeria. The study used stratified sampling techniques to select two hundred and five (205) students from five (5) public schools. Also, data on students' academic performance was obtained from students results in four core subjects. Data obtained was analyzed using descriptive and inferential statistical techniques. The study revealed that parents attitudes, parents socio-economic status, insufficient parental incomes and lack of funding by government are factors influencing students' academic performance. Based on these findings, certain recommendations are made towards improving students' academic performance, prominent of these include proper funding of education by government, sensitisation of parents towards their children education, increase in parental salaries in line with the current economic situation as well as the provision of adequate books and facilities in schools to breach the gap between the rich and the poor and the support of Non-Governmental Organizations (NGO) to eradicate poverty.

**Keywords:** Academic performance, Socio-economic status, Public schools, Government.

### 1. Introduction

Education is the best legacy a nation can give to her citizens especially the youth, because the development of any nation or community depends largely on the quality of education of such a nation. It is generally believed that the basis for any true development must commence with the development of human resources, then it is said that formal education remains the vehicle for social-economic development and social mobilization in any society.

The prolong military rule and aborted civilian administrations which necessitated the promulgation of decrees, edicts and laws concerning educational practice at federal, state and local government levels, inconsistent continuation of government which de-emphasized the continuity in the implementation of educational laws and policies since 1970s till date has laid the foundation of fallen standard in education at the primary and secondary schools levels (Shittu, 2004).

Parents socio-economic factors to a greater extent determined students performance in schools and their adjustment to life. The poor performance of students in examinations in recent time could be attributed to the changing life pattern in some families coupled with the present economy which has made most families unable to meet up with their responsibilities of ensuring a healthy and literate family. Home background, according to PISA (Programme International Students Assessment, 2000) influenced academic and educational success of students and school works. The quality of parents and home background of a student goes a long way to predict the quality of satisfaction and provision of a child's functional survival and academic needs. Poor parental care usually yield poor academic performance of a child (Shittu, 2004).

Danesty and Okediran (2002), lamented that street hawking among young school students have psychologically imposed other problems like sex networking behaviours, juvenile delinquent behaviour which takes much of the students time that necessitated their poor academic performance and drop out syndrome noticed among young students. They lamented that the material and paternal deprivation of the essential basic needs of the young students have prompted their poor performance in public examination, such as JSSCE, WASEC NABTEB and NECO.

Indeed, family background is the foundation for children development, as such, family background in terms of family size, type of house, parents income, parents socio-economic status play important roles in children educational attainment and social integration (Osunloye, 2008; Ushie *et al.*, 2012).

Asikhia (2010) noted that family educational background, their attitude towards education of their children and socio-economic status influenced the academic performance of students; **that these two are lumped together**

because they are related and are may rightly said that they are married and hence should not be ‘divorced’, He opined that socio-class or status could be defined “more objectively by using such indices as occupation, income and education”. Schulz (2005), contended that socio-economic status (SES) is an important explanatory factor in many different disciplines like health, child development and educational research. In general, educational outcomes have been shown to be influenced by family background, because it is an important variable in explaining variance in students’ achievement. Student whose parents have better jobs and higher levels of educational attainment are able to provide their children with the necessary financial support, a conducive learning environment at home to promote cognitive development and home resources for individual learning. They are also more likely to attend better schools, particularly in countries with differentiated educational systems, strong segregation in the school system, which related to neighborhood factors and clear advantages of private over public schools.

The socio-economic status of parents is an important explanatory factor that influences students overall performance in schools as students who have low SES (social economic status) earn lower test scores and are more likely to drop out of schools.

### 1.1. Statement of the Problem

In Nigeria, most families are poor and cannot adequately afford 3-square meals not to talk of meeting the educational needs of their children. This indeed has serious implications on the learning and performance of less privileged students in schools, as a result; students from such families are forced to miss classes, unable to do assignments and most seriously are driven away from schools due to non-payment of school fees. All these have significant effects on the development of the child. However, studies indicate that there is awareness of the importance of the home environment or family on children academic performances. The home has a great influence on the child psychological, emotional, social and economic status. In the view of Agila and Olutola (2000) the state of the home affects the individuals since the parents are the first socializing agents in an individual’s life, because the family background and context of a child affects his reaction to life situations on his level of performance.

High level of illiteracy, poverty and low socio-economic status coupled with high rates of parental and maternal deprivation of student academic basic needs, which was necessitated by poor socio-economic situation of the country. These thrown many farmers and old rural dwellers into untold financial problems such as poverty, lack of money to purchase necessary textbooks and working materials for their children. These ugly situations have promoted young school students to drop-out of schools to engage themselves in farming, housemaids’ services or other menial jobs to support their academic pursuit. Many students take schooling as a secondary assignment and attend schools on rotational basis. All these usually lead to poor academic performance both in internal and external examinations. This is posing huge problems to parents, government and all stakeholders in education.

However, inconsistent government policies in the past by various ruling political parties caused falling standard in academic performance of school students, for instance, in order to make people literate, the polarisation of education by some political parties in some states lead to automatic promotion of students both in the primary and secondary schools. This promotion produced unqualified students to final classes, these category of students now constitute the group of nuisance roaming about our major streets, hawkers of goods in our major cities or house breakers or robbers in urban centers.

In view of the above highlighted problems on parents socio-economic status, it is imperative to find out the extent by which parents income, home background, government funding and policies, type of habitation of parents, parents socio-economic status, parents’ attitude and parents motivation, affect the academic performance of students in the school.

### 1.2. Research Hypotheses

The following null hypotheses were generated and tested in this study.

1. Does the parents attitude affect the academic performance of students in secondary schools?
2. Is there any relationship between parents socio-economic status and students academic performance?
3. Is the type of house of parents has any significant influence on students academic performance?
4. Is there any significant difference in the level of parental income and the provision of basic needs of student to promote high academic performance?
5. Is there any significant relationship between government management and funding of schools and the academic performance of students?

### 1.3. Research Methods

The descriptive survey research was adopted for the study. The study population consists of all students in public secondary schools, Ado local government area of Ekiti state, Nigeria. Out of this population, a sample of 205 students were selected for the study from five secondary schools through stratified random sampling techniques. A questionnaire on parents’ socio-economic status and students’ academic performance was used to collect data and the data were analyzed using mean and correlation analysis

## 2. Results

### 2.1. Hypothesis One

Parents’ attitude has no significant influence on students’ academic performance.

To test the hypothesis analysis of variance (ANOVA) was used at 0.05 level of significance. The result is presented on table 1

**Table-1.** ANOVA summary between parents attitude and students academic performance

Source of variation	DF	Sum of squares	Means square	FC
Between groups	3	28.7626	9.5875	3.5536
Within Groups	195	526.1118		
Total	198	554.8744		

\* P < 0.05

The data in Table 1 shows that the F-calculated was 3.5536 which are greater than F-table at 0.05 level of significance. Therefore, the null hypothesis was rejected. This shows that there was a significant influence between parents' attitude and students' academic performance.

## 2.2. Hypothesis Two

There is no significant relationship between parents socio-economic status and students academic performance. The pearson correlation co-efficient was employed in testing this hypothesis.

**Table-2.** Correlation matrix between parents' socio-economic status and students' academic performance

Variable	PSES	ACDPFR
PSES	1	
ACDPFR	0.2269	1

P < 0.05 N=205

The calculated value of r was greater than the table r 0.195. The hypothesis was rejected. This implies that there is a significant relationship between parent's socio-economic status and students' academic performance.

## 2.3. Hypothesis Three

The type of habitation of parents has no significant influence on students academic performance. The hypothesis was tested using the one way ANOVA at 0.05 level of significance

**Table-3.** Type of habitation and students academic performance

Source	DF	Sum of square	Means square	f-value
Between groups	3	154.0349	51.3450	24.8022
Within groups	199	411.9657	2.0720	
Total	202	566.0000		

P < 0.05

In table 3 above, the one way ANOVA value of 24.8022 was significant at 0.05 level i.e it is greater than the table value of 3.99, the hypothesis was then rejected. This means that the type of house of parents has a significant influence on students academic performance.

## 2.4. Hypothesis Four

There is no significant difference in the level of parental income and the provision of the basic needs of students to promote high academic performance.

**Table-4.** T-test analysis of comparison of parental income in the provision of students need and their academic performance

Variable	Sex	N	Mean	S.D	DF	t-cal	T-table
Parental income	M	60	21.68	46.291	0.974	4.084	1.96
	F	60	22.14	45.823		0.974	1.96
Student academic performance	M	60	49.52	41.92			1.96
	F	60	54.58	62.41		6.513	1.96

P < 0.05

Table 4 above revealed that male scored a mean of 21.68 while female scored with 22.4 though not significant. The S.D recorded from the male scored with 46.291 and the female had a lower score of 45.823 with an observe t = 0.974 which was significant at 0.05. but in the academic performance the male had a lower mean of 49.52 and female had a higher mean of 54.58. The S.D recorded percentage same trend male 41.92 and female 62.41, observet =6.513 which was not significant at 0.05 level of significance. Hence the hypothesis was rejected. This revealed that there was a significant different in the parental income and the provision of basic needs and academic performance of the students. This also implies that parental income is not sufficient for meeting the personal family and domestic needs not to talk of meeting the educational and academics needs of their children

## 2.5. Hypothesis Five

There is no significant relationship between government management and funding of schools and the academic performance of students.

**Table-5.** Correlation Between Parents Motivation AND Students' Academic performance

Variable	N	r-cal	r-table
Parent Motivation	205	0.0672	0.195
Academic Performance	205		

P> 0.05

Table 5 above showed that in the student response to issue of government funding, method of teaching, the male scored a higher mean of 21.48 while the female scored 20.33. the standard deviation revealed that male scored 45.26 and female scored 51.34 while in their academic performance , the male students recorded 49.52 lower to that of the female 54.58, the male standard of 41.92 and female of 62.42 and observe t is 6.513 and the t-table 4.084 not significant at P>0.05 level of significant.

This implies that management and funds to run schools is increasingly corresponding with improved teacher's supervision/inspection by the ministry of education and the local inspector of education office. with corresponding improvements in teaching methods and learning environment academic performance of students is not receiving improvements. This might be due to other variables such as poverty of students and their parents, cultural environment, peer group influence, insufficient supply of books in the library and so on. All these are working on the side to retard government efforts in improving the standard of education and academic performance of students in schools.

## 3. Discussion

From the above findings, it was revealed that students academic performance is significantly influenced by the socio-economic background of their parents. Parental income was identified in this work to be a cogent factor upon which the academic success of secondary school students lies. In this study, most parental income was found not to be sufficient to sustain the academic and personal social life of the students in school. Also, it was revealed that parents attitude has a significant influence on students academic performance.

This result corroborates the findings of [Dugan \(1962\)](#) who found that the interest of parents played a most vital role especially middle class parents who were more interested and showed better attitude towards the education of their children.

From the personal experience of these researchers, it seems that the type of house that parents live influences the academic performance of students. For instance, children living in flats and self- contained houses with their parents can be said to be living in a more conducive learning environment than children living with parents who live in congested and noisy houses. Thus, the children living in such congested and noisy environment are likely to be adversely affected in their academic performance in school whereas the academic performance of the children of parents who live in a conducive environment would positively be influenced

The study also revealed that government funding is not sufficient to motivate learning in public secondary schools and to attract infrastructural development in schools and the problems of lack of textbooks and other educational facilities contributed to the problems of teaching and learning in Nigeria schools and this constitutes to poor academic performance in the public secondary schools in Ekiti state.

## 4. Conclusion

Considering the findings of this study, it was concluded that parents socio-economic factor, parents income , parents attitudes towards the education of their children and the type of the house of parents can influence the academic performance of the students both negatively and positively. For instance, parents that earn high income can take absolute responsibilities of their children education compared to parents that earn meager salaries. The financial and moral support a child receives from his/her parents affect his psychology, which reflected in his performance in school.

## Recommendations

Based on the findings of this study, the following recommendations are hereby proffered.

Government and corporate institutions should increase salaries of the parents in line with economic situation of goods and educational materials to enable parents meet the educational needs of their children

Schools should be provided with adequate books and facilities to breach the gap between the rich and the poor in the society. This will give siblings from poor homes the opportunity to learn and improve on their performance.

Parents should be sensitized on the need to make education of their children and wards a priority in the face of the present economic predicament by adequately providing for their school materials.

Local and international non-governmental organisations (NGOs) and other stakeholders in education should be sensitised to weld support for the funding of public secondary schools projects in Nigeria.

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