



Influence of Socio-Cultural Factors on Senior Secondary School Students Academic Performance in Physics in Ebonyi State

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ABSTRACT

This study investigated the social cultural factors on academic performance of senior secondary school students in physics in Ebonyi State. The study adopted a correlational research design. Two research questions and two null hypotheses guided the study. The population of the study comprised 8783 (4195 males and 4588 female) secondary school students. The sample for the study consisted 878 respondents drawn through two-stage sampling procedure. Two instruments were developed by the researcher from information gotten from extensive review of literature. They are: Social Cultural Questionnaire (SCQ), and Students Academic Performance Questionnaire (SAPQ). The instruments were face and content validated by three experts in Sociology, Psychology, Measurement and Evaluation; all from the Alex Ekwueme Federal University, Ikwo Ebonyi State respectively. The stability of Social Cultural Questionnaire (SCQ), was determined using Pearson's Product Moment Correlation Coefficient which yielded a reliability index of $r = 0.75$. Kuder Richardson Formula 21 (Kr-21) method yielded reliability estimates of 0.76 for Students Academic Performance Questionnaire (SAPQ). Kuder Richardson Formula 21 (Kr-21) method was used since the items of the instrument had multiple choice questions. The data which was obtained through the administration of the instruments was analyzed using Pearson product moment correlation coefficient to answer the research questions and multiple regressions were used to test null hypotheses at 0.05 level of significance. Scheffe test was also done for a step-wise comparison of the means for /hypothesis which revealed the following findings: there is a significant influence among socio-cultural factor (tribal affiliates, traditional beliefs, cultures and occupation) on academic performance in physics. It was recommended that physics teachers endeavours to address students' socio-cultural challenges in order to enhance student's achievement and interest in physics.

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INTRODUCTION

Education is an instrument for national development and social change. It is vital for the promotion of a progressive and united Nigeria. It maximizes the creative potentials and skills of the individual for self-fulfilment and general development of the society. It is therefore, meant

to be qualitative, comprehensive, functional and relevant to the needs of the society. Thus, Federal Republic of Nigeria (FRN) (2013) stated that, science is the bed rock of any nation, which is the reason for government's heavy investment in education of her citizens especially in science related subjects. Education is the key to a nation's

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development. Scientific and technological breakthrough is usually the goal of any developing nations like Nigeria. Physics, one of the science subjects remains fundamental in the significantly technological development of the world at large. In spite of the importance of physics, there are many observable problems plaguing the teaching and learning of the subject, especially at the secondary school level. Students' views about the subject influence their understanding and learning of the subject (Agbolor, 2016).

Literature revealed that students generally regard physics as conceptually difficult, abstract, uninteresting; describing the subject as elite in nature which is only suitable for exceptionally talented and gifted students (Akessa & Dhufera, 2015). In Nigeria, evidence of low enrolment and massive failure in external examinations are indicative that many students have difficulty learning the subject (Erinosho, 2013). In fact, it was observed that students enter secondary schools with an equal liking for biology and physics, however, over the period of secondary schooling, their liking for biology remains reasonably stable while that of physics declined (Agyeman, Frimpong, & Ganyo, 2016). In a related study, Agyeman et al (2016) revealed that the performance of Nigerian students in ordinary level physics was generally poor. Therefore, apart from the deployment of effective and meaningful teaching methods for the realization of high-level performance of students in physics, other factors which influence the academic performance of students in physics must be considered.

The academic progress of children, adolescents and adults determines the quality and quantity of manpower that will be available for the much-desired break-through of Nigeria in science, technology, arts, and entertainment (Akintoye & Saliu, 2020). Education provides the human capital that will initiate, plan, direct and execute the development processes and activities that are critical for the economic growth and development of a nation. For a nation to achieve her educational, scientific, and technological goals, her citizens must have skills, aptitude, ability, and creative potentials needed for the achievement of

these goals and this can also be actualised through student's academic performances in science related subjects.

Academic performance of students is a key feature in education (French, 2014). It is considered to be the centre around which the whole education system revolves. Gobenam (2018) opined that the academic performance of students determines the success or failure of any academic institution. Ibrahim, Alex and Doreen (2018) also argued that academic performance of students has a direct impact on the socio-economic development of a country. Similarly, Kimani, Kara and Njagi (2013), asserted that students' academic performance serves as a bedrock for knowledge acquisition and the development of skills. The authors further emphasized that the top most priority of all educators is academic performance of students.

According to Kimani, Kara and Njagi (2013) academic performance is the knowledge gained which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period of time. The authors stressed that these goals are measured by using continuous assessment or examinations results. Annie, Howard and Midred as cited in Michubu (2013) also indicated that academic performance measures education outcome. They stressed that it shows and measures the extent to which an educational institution, teachers and students have achieved their educational goals. Similarly, Muchunku (2014) opined that academic performance is a measurable and observable behaviour of a student within a specific period. They added that it consists of scores obtained by a student in an assessment such as class exercise, class test, mid-semester, mock examination, and end of semester examination.

Again, Muchunku (2014) emphasized that academic performance of students is defined by a student's performance in an examination, tests, and in a course work. The definitions given by the authors' shows that the definition of academic performance is based on measurable outcomes such as class exercise, test, contribution in seminars, and examinations

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results. Factors contributing to improvement in students' academic performance have received much attention from educators and researchers (Ogunsola, Osuolale & Ojo, 2014). These researchers found that several factors contribute to improvement in the academic performance of students.

Ali et al. (2013) revealed daily study hours, social economic status of parents/guardians and age as factors that significantly affects academic performance. Similarly, Odey (2019) also found economic status of parents, their academic background and encouragement as factors that influence academic performance. Proper guidance from parents and teachers, communication skills, and learning facilities have also been found as a significant determinant to academic performance (Ogunsola, 2014). The social economic development of a country is directly linked to student's academic performance. The student's performance (academic performance) plays an important role in producing the best quality of graduates who will become greater leaders and manpower for the country thus responsible for the country's economic and social development (Ali, 2013). Student's academic performance measurement has received considerable attention in previous research, it is challenging aspects of academic and student's academic performance is affected due to socio-cultural and economic factors.

Socio-cultural factors that affect student's academic performance are however, multifaceted. Akintoye and Saliu (2020) revealed that tribal affiliates, traditional beliefs, cultures and occupation, peer related factors, including parental, social and economic status have influence on student's achievement. However, Akinade cited by Akintoye and Saliu (2020) opined that generally, these factors ranged from social factors (also termed environmental, acquired, external or phenotypic factors) such as home background, school related factors, teachers' factors and societal factors to peer influence. Cultural factors on the other hand, include set of tribal believes, moral values, traditions, language and laws. The socio-cultural factors considered in

this study include sex, peer group, student attitude and parental educational background. In order to examine the level to which socio-cultural factors influence student's performance, there is the need to find out the extent to which each component of socio-cultural factors affect student's performance.

Ovansa (2017) revealed that students understanding and ability to explain scientific phenomena are controlled by what they perceived from their cultural beliefs. The author stressed that cultural influence has significant effect on students' attitude towards academics. In addition, cultural context has several components that determine and shape young people's attitude towards education and even their academic performance in higher institutions of learning. Moreover, in African culture, socio-cultural background of students impacts negatively on students' attitudes towards science (Kimani, Kara, Njagi, 2013) because they possess unscientific knowledge that are opposite to their cultural beliefs such as taboos and witchcrafts. Consequently, different cultures impact differently upon science and science-related selections.

In the context of this study, we are looking at culture in terms of customs and social diversity in terms of interaction patterns. A group of people who share things such as language, values, tradition, and ways of doing things are said to possess a common culture. When most people share that culture, it is called the majority or dominant culture. The ability to give every child a chance to succeed in school depends upon a full understanding of culture and learning. This is because, according to Odey (2019) culture and education are closely related; while culture provides the content to learn, education preserves and transmits the cultural values. Culture influences many aspects of our lives. Karande and Kulkarni (2015) maintained that students come to school with a history of learning influenced by the cultures of their homes and neighbourhoods and that some attitudes and values complement learning and others do not. For instance, if a child is raised in a culture where children do not respond when adult is talking or make decision, such a child may feel withdrawn and will not be

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bold to ask or answer questions in the class unlike his/her counterpart who come from a democratic home and speak freely. This may be a hindrance to the child's progress in school.

Culturally, it is believed that children from disparate cultural backgrounds perform differently in cognitive tasks- for instance, their understanding of how knowledge is gained. Also, parents encourage children to communicate with others in different ways depending on their cultural background. For example, parents in some African cultures, especially, Nigeria often encourage their children to be silent unless they are directly spoken to, not to argue with adult and not to speak their minds (Sharma, 2014). This is in contrast with most Western cultures where children are given opportunity to speak at will. This attributes of remaining silent except when spoken to may often be regarded as exhibiting shyness and not so highly valued in the Western culture. This in African culture can influence a child's academic performance. Socio-cultural factors of language, law, values, religion, and family background are the largest scale forces within societies that affect the thoughts, behaviours and feelings of individuals (Njok and Edinyang, 2014). Furthermore, most of these studies did not empirically look into these factors as they affect academic activities in the secondary schools and student's academic performance in particular. It is in view of this background that this study focuses on socio-cultural factors as correlate of academic performance of students in physics among secondary school students in Ebonyi State.

STATEMENT OF THE PROBLEM

The core issue of the study is to investigate into socio-cultural factors as correlate of academic performance of students in physics among secondary school students in Ebonyi State. It has been observed by the researcher that secondary school students tend to perform poorly in physics and it is evident in 2015-2020 WAEC results (WAEC, 2021). This is evident in the number of students withdrawn from sciences related subjects. Preliminary observation has also shown that science students who happen to come from homes where parents have no formal school

certificates are less likely to receive academic support and incentives to continue their education and they are most likely to be misinformed about sciences. This scenario has resulted to students scoring D, E or F in their West African Examination Council result which could hinder their chances of getting admission in the Universities. Also, student's performances in the class room have been a concern for the researchers. If this is not properly addressed the aims and objectives of the programme would be defeated. Hence, the following questions beg for answers: Could it be that certain socio-cultural factors are responsible for the student's performance in the external examination? Or could it be that there are cultural factors that are affecting the students' academic performance? This research therefore aimed to address these issues. Therefore, the rationale for this study is to investigate socio-cultural factors as correlate of academic performance of students in physics among secondary school students in Ebonyi State.

Purpose of the Study

The main purpose of the study is to investigate socio-cultural factors as correlate of academic performance of students in physics among secondary school students in Ebonyi State. The specific objectives of the study are to:

1. determine the influence of socio-cultural factor of tribal affiliates, traditional beliefs, cultures and occupation on students' academic performance in physics.
2. ascertain the influence of socio-economic status of parents (income, education and occupation) on students' academic performance in physics.

Research Questions

The following research questions guided the study

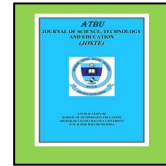
1. To what extent does socio-cultural factor of tribal affiliates, traditional beliefs, cultures and occupation influence students' academic performance in physics?

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2. To what extent does socio-economic status of parents (income, education and occupation) influence students' academic performance in physics?

Hypotheses

The following null hypotheses were formulated and were tested at 0.05 level of significance.

Ho₁: There is no significant correlation between socio-cultural factor of tribal affiliates, traditional beliefs, cultures and occupation on students' academic performance in physics.

Ho₂: There is no significant influence between socio-economic status of parents (income, education and occupation) on students' academic performance in physics.

LITERATURE REVIEW

Concept of Socio-cultural Factors

Socio-cultural factors are those factors that affect the academic performance of students but originate from the unique circumstances surrounding their school or home (Odanga, 2018). Socio-cultural factors that affect students' academic achievement are however, multifaceted. Umar, Shaib, Aituisi, Yakubu and Bada (2018) found that tribal affiliates, traditional beliefs, cultures and occupation, peer related factors, including parental, social and economic status have influence on student's achievement. However, Akinade cited by Akintoye and Saliu (2020) opined that generally, these factors ranged from social factors (also termed environmental, acquired, external or phenotypic factors) such as home background, school related factors, teachers' factors and societal factors to peer influence. The socio-cultural factors considered in this study include sex, peer group, student attitude and parental educational background. Socio-cultural factors of language, law, values, religion, and family background are the largest scale forces within societies that affect the thoughts, behaviours and feelings of individuals (Njok & Edinyang, 2014).

Social factors such as romantic relationships, organizations and clubs, and sports activities have been found to have effects on

students' academic performance. These social factors affect academic performance in terms of time demanded and the psychological state they may cause. Social factors such as peer pressure affect learning in many ways. The type of company that a learner keeps influences their behaviour including the attitude towards teach (Njok, et al., 2014). If the learner is influenced to indulge in drugs and skip classes it affects their learning abilities because drugs affect their mental health. If the learners are influenced to indulge in early sexual relationships it is likely to interfere with their concentration during learning. The educational background of the learners affects their learning abilities either positively or negatively.

The cultural orientation of learners can either support or be an impediment to their learning (UNESCO (2016). Cultures that encourage learning help improve the learning abilities of learners because they are brought up knowing that learning is important. On the other hand, cultures that do not support education inhibit the learning abilities of the learners because one is socialized in a setting that does not encourage learning. Learners brought up in the multilingual setting have an easy time in learning because they are able to identify with the language used in different settings. Such learners can also translate materials from other languages to the one they understand better for learning making it easier for them. In any cultural setting not just in teaching and learning environment the three factors that should prevail are: collaboration, cooperation and communication (Chukwuemeka, 2013).

Concept of Academic Performance

Academic performance is a term used to describe the rating of a student following an examination. Umar, Shaib, Aituisi, Yakubu and Bada (2018) posited that academic performance is one of the best measures of the transfer of knowledge in modern society. Academic performance is a term used to describe the rating of a student following an examination. Deepa and Chamundeswari (2014) opined that academic performance is measured by the standing rates of grades of students in every subject and students

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have their own attitude towards learning and achieving a high level of academic performance. In order for a student to succeed he needs to be armed with strategies and techniques that will supplement his desire to reach his goals. The term performance has got different connotations in the academic pursuit itself. However, Merriam Webster defines performance as 'the act of performing' (the action/work to be performed so as to accomplish or bring to completion), execution, accomplishment, fulfilment' etc. Academic performance is the maximum performance in all activities at school after a period of training.

Steinberg and Merriam cited by Odanga (2018) performance encompasses student ability and performance; it is multi-dimensional; it is intricately related to human growth and cognitive, emotional, social, and physical development; it reflects the whole child; it is not related to a single instance, but occurs across time and levels, through a student's life in public school and on into post-secondary years and working life. Webster defines achievement as the quality and quantity of a student's work. Academic performance and evaluations are interpreted in terms of not only IQ but other factors also like social intelligence, emotional intelligence, spiritual and creativity and in terms of so many aspects. Children's performances and abilities are judged through covering various traits of personality.

REVIEW OF RELATED EMPIRICAL STUDIES

A study was conducted by Akintoye and Saliu (2020) on influence of socio-cultural factors on senior secondary school students' academic performance in Physics. Findings of the study revealed that of all the socio-cultural factors considered in this study which include sex, student attitude, parental educational background and peer group, parental educational background had the highest impact on student's achievement. Findings of the study revealed that social factors have an overall negative influence on students' academic performance in national examinations. According to the findings of the study, some of these social activities were recreational such as watching football and video games, relational such as visiting relatives, social such as storytelling with

their friends, interpersonal such as interactions with members of other classes and personal such as how they feel about themselves. The study revealed that there was significant influence between socio-cultural factors and students' achievement in Physics. The study concluded that socio-cultural factors such as sex, student attitude, parental educational background and peer group influence on student performance in physics should be considered by physics teachers when teaching the subject.

METHODOLOGY

This study investigated the social cultural factors on academic performance of senior secondary school students in physics in Ebonyi State. The study adopted a correlational research design. Two research questions and two null hypotheses guided the study. The population of the study comprised 8783 (4195 males and 4588 female) secondary school students. The sample for the study consisted 878 respondents drawn through two-stage sampling procedure. Three instruments were developed by the researcher from information got from extensive review of literature. They are: Social Cultural Questionnaire (SCQ), and Students Academic Performance Questionnaire (SAPQ). The instruments were face and content validated by three experts in Sociology, Psychology, Measurement and Evaluation; all from the Alex Ekwueme Federal University, Ikwo Ebonyi State respectively.

The stability of Social Cultural Questionnaire (SCQ), was determined using Pearson's Product Moment Correlation Coefficient which yielded a reliability index of $r = 0.75$. Kuder Richardson Formula 21 (Kr-21) method yielded reliability estimates of 0.76 for Students Academic Performance Questionnaire (SAPQ). Kuder Richardson Formula 21 (Kr-21) method was used since the items of the instrument had multiple choice questions. The data which was obtained through the administration of the instruments was analyzed using Pearson product moment correlation coefficient to answer the research questions and multiple regressions were used to test null

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hypotheses at 0.05 level of significance. Scheffe test was also done for a step-wise comparison of the means for /hypothesis which revealed the following findings: There is a significant influence among socio-cultural factor (tribal affiliates, traditional beliefs, cultures and occupation). Tribal affiliates had the highest percentage contribution of .784 (which is 38.6%); followed by traditional beliefs with .723 (which is 35.6%) and lastly cultures and occupation which predicted .524 (which is 25.8%) of students' academic performance in Physics. There is a significant relationship between socio-economic status of parents (income, education and occupation) students' academic performance in Physics.

Educational level of parents had the highest percentage contribution of 40.86%; followed by parental income with 29.76% and lastly occupation of parents which predicted 29.38% of in-school adolescents' adjustment.

Research Question One: To what extent does socio-cultural factor of cultural background, peer group, and student attitude influence students' academic performance in physics?

Data for answering research question 1 are presented in Table 1.

Table 1: Correlation Matrix of Socio-Cultural Factor of Tribal Affiliates, Traditional Beliefs, Cultures and Occupation Influence on Students' Academic Performance in Physics

		CB	PG	SA
TA	Pearson Correlation	1	.723	.723*
	Sig. (2-tailed)		.000	.000
	N	878	878	878
TB	Pearson Correlation	.784	1	.784*
	Sig. (2-tailed)	.000		.000
	N	878	878	878
CO	Pearson Correlation	.524	.524*	1
	Sig. (2-tailed)	.000	.000	
	N	878	878	878

TA = Tribal Affiliates, TB = Traditional Beliefs, CO = Cultures and Occupation *. Correlation is significant at the 0.05 level (2-tailed)

Data in Table 1 indicate a correlation coefficient (r) of .72 which is positive and within the coefficient limit of $\pm 0.61 - 0.80$. This indicates that tribal affiliates to a high positive extent correlate with senior secondary school student's academic performance in Ebonyi State. The table also indicates a correlation coefficient (r) of .78 which is positive and within the coefficient limit of $\pm 0.61 - 0.80$. This indicates that traditional beliefs to a high positive extent correlate with senior secondary school student's academic performance in Ebonyi State. Data in Table 1 further show a correlation coefficient (r) of .524 which is positive and within the coefficient limit of $\pm 0.41 - 0.60$. This indicates

that cultures and occupation to a moderate positive extent correlates senior secondary school student's academic achievement in Ebonyi State.

Hypothesis One

There is no significant correlation between socio-cultural factor of tribal affiliates, traditional beliefs, cultures and occupation influences on students' academic performance in physics

Data for testing hypothesis 2 are presented in Table 2.

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Table 2: Multiple Regression Analysis of Socio-Cultural Factor of Tribal Affiliates, Traditional Beliefs, Cultures and Occupation Influence Students' Academic Performance in Physics

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	216.532	3	72.177	248.031	.000 ^b
Residual	255.582	877	.291		
Total	472.114	878			

Df= degree of freedom, F = F-calculated, Correlation is significant at the 0.05 level (2-tailed)

Data in Table 2 show that the calculated F-value of 248.031 has a probability value of .000 which is less than the alpha value of .05. This means that there is a significant relationship among socio-cultural factor of tribal affiliates, traditional beliefs, cultures and occupation influence on students' academic performance in physics. Therefore, the hypothesis of no significant influence among socio-cultural factor of tribal affiliates, traditional beliefs, cultures and

occupation influence students' academic performance in physics was rejected.

To determine the relative contribution of socio-cultural factors (tribal affiliates, traditional beliefs, cultures and occupation influence), a Scheffe test was carried out and the predictive index of socio-cultural factors (tribal affiliates, traditional beliefs, cultures and occupation) on academic performance among senior secondary school students in Physics is presented as shown in Table 2 below.

Table 3: Scheffe Test on Relative Contribution of Socio-Cultural Factor (Tribal Affiliates, Traditional Beliefs, Cultures and Occupation) Influence Students' Academic Performance in Physics

		CB	PG	SA
TA	Pearson Correlation	1	.723	.723*
	Sig. (2-tailed)		.000	.000
	N	878	878	878
TB	Pearson Correlation	.784	1	.784*
	Sig. (2-tailed)	.000		.000
	N	878	878	878
CO	Pearson Correlation	.524	.524*	1
	Sig. (2-tailed)	.000	.000	
	N	878	878	878

TA = Tribal Affiliates, TB = Traditional Beliefs, CO = Cultures and Occupation*. Correlation is significant at the 0.05 level (2-tailed)

Table 3 shows that the predictive indices of socio-cultural factor (tribal affiliates, traditional beliefs, cultures and occupation) influence students' academic performance in Physics are .723, .784 and .524, respectively. The data suggest that socio-cultural factor (tribal affiliates, traditional beliefs, cultures and occupation) had predictive indices of .723, .784 and .524, respectively, in influence students' academic performance in Physics. From the data on Tables 1 and 2, one can observe that tribal affiliates had the highest percentage contribution of .784 (which is 38.6%); followed by traditional beliefs with .723 (which is 35.6%) and lastly

cultures and occupation which predicted .524 (which is 25.8%) of students' academic performance in Physics.

Research Question 2: To what extent does socio-economic status of parents (income, education and occupation) influence students' academic performance in physics?

Data for answering research question 4 are presented in Table 4.

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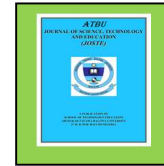


Table 4: Correlation Matrix of Socio-Economic Status of Parents (Income, Education and Occupation) influence Students' Academic Performance in Physics

		IN	ED	OC
IN	Pearson Correlation	1	.622	.622*
	Sig. (2-tailed)		.000	.000
	N	878	878	878
ED	Pearson Correlation	.854	1	.854*
	Sig. (2-tailed)	.000		.000
	N	878	878	878
OC	Pearson Correlation	.614	.614*	1
	Sig. (2-tailed)	.000	.000	
	N	878	878	878

IN =Income, ED = Education, OC= Occupation. *. Correlation is significant at the 0.05 level (2-tailed)

Data in Table 4 indicate a correlation coefficient (r) of .62 which is positive and within the coefficient limit of $\pm 0.61 - 0.80$. This indicates that parental income was positive to a high extent in influence students' academic performance in physics. The table also indicates a correlation coefficient (r) of .854 which is positive and within the coefficient limit of $\pm 0.81 - 1.00$. This indicates that educational level of parents to a very high positive extent influence students' academic performance in physics. Data in Table further shows a correlation coefficient (r) of .614 which is

positive and within the coefficient limit of $\pm 0.61 - 0.80$. This indicates that occupation of parents to a high positive extent influence students' academic performance in physics.

Hypothesis 2: There is no significant influence between socio-economic status of parents (income, education and occupation) on students' academic performance in physics.

Data for testing hypothesis 2 are presented in Table 5.

Table 5: Multiple Regression Analysis of Socio-Economic Status of Parents (Income, Education and Occupation) on Students' Academic Performance in Physics

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	243.332	3	81.111	267.693	.000 ^b
Residual	265.682	877	.303		
Total	509.014	878			

Df= degree of freedom, F = F-calculated, Correlation is significant at the 0.05 level (2-tailed)

Data in Table 5 show that the calculated F-value of 267.693 has a probability value of .000 which is less than the alpha value of .05. This means that there is a significant relationship among socio-economic status of parents (income, education and occupation) on students' academic performance in physics. Therefore, the hypothesis of no significant relationship among socio-economic status of parents (income, education and occupation) on students' academic performance in physics was rejected.

To determine the relative contribution of socio-economic status of parents (income, education and occupation), a Scheffe test was carried out and the predictive index of socio-economic status of parents (income, education and occupation) on students' academic performance in physics is presented as shown in Table 6 below.

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Table 6: Scheffe Test on Relative Contribution of Socio-Economic Status of Parents (Income, Education and Occupation) on Students' Academic Performance in Physics

		IN	ED	OC
IN	Pearson Correlation	1	.622	.622*
	Sig. (2-tailed)		.000	.000
	N	878	878	878
ED	Pearson Correlation	.854	1	.854*
	Sig. (2-tailed)	.000		.000
	N	878	878	878
OC	Pearson Correlation	.614	.614*	1
	Sig. (2-tailed)	.000	.000	
	N	878	878	878

IN =Income, ED = Education, OC= Occupation. *. Correlation is significant at the 0.05 level (2-tailed)

Table 6 shows that the predictive indices of socio-economic status of parents (income, education and occupation) students' academic performance in physics are .622, .854 and .614, respectively. The data suggest that socio-economic status of parents (income, education and occupation) had predictive indices of .622, .854 and .614, respectively, students' academic performance in physics. From the above presentation, one can observe that educational level of parents had the highest percentage contribution of .854 (which is 40.86%); followed by parental income with .622 (which is 29.76%) and lastly occupation of parents which predicted .614 (which is 29.38%) of students' academic performance in physics.

SUMMARY OF THE FINDINGS

It was found from the study that:

1. There is a significant influence among socio-cultural factor (tribal affiliates, traditional beliefs, cultures and occupation). Tribal affiliates had the highest percentage contribution of .784 (which is 38.6%); followed by traditional beliefs with .723 (which is 35.6%) and lastly cultures and occupation which predicted .524 (which is 25.8%) of students' academic performance in Physics.
2. There is a significant relationship between socio-economic status of parents (income, education and occupation) students' academic performance in Physics. Educational level of parents had the highest

percentage contribution of 40.86%; followed by parental income with 29.76% and lastly occupation of parents which predicted 29.38% of in-school adolescents' adjustment.

DISCUSSION OF FINDINGS

Based on the findings derived from the results of the study, the following were discussed. Findings of the study as shown on table 1 revealed that there is a significant influence among socio-cultural factor (tribal affiliates, traditional beliefs, cultures and occupation). Findings of the study corroborates with that of Cornelius-Ukpepi, Ndifon and Ibe (2019) who revealed that cultural diversity significantly influence student's academic performance in Calabar Education Zone. They further identified cultural factors that enhance academic performance of students to include; language, race, customs, interaction patterns, religion, mode of dressing and eating, ethnicity, background, attitudes.

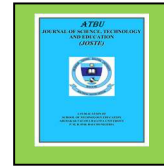
Findings of the study on table 4 revealed that there is a significant relationship between socio-economic status of parents (income, education and occupation) students' academic performance in Physics. Findings of the study corroborates with Akessa and Dhefera (2015) who also indicated that the higher a parent economic status, the higher the academic performance of the students. The results of their study owe to the fact that, low economic status negatively affects academic achievement because low economic status prevents access to vital resources and creates additional stress at home. Similarly,

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Findings of the study is also in agreement with Ovansa (2017) whose study reported that parent's socio-economic status influenced the academic performance of the students.

The finding also revealed that the occupation of parents has a great influence on the academic performance of the students. More also the findings revealed that parental annual income majorly influenced the academic performance of the students. To cap it all, the findings generally revealed that annual income is the determinant of family wealth, influences academic achievements of students. Findings also is in line with that of Michubu (2013) who reported that parental involvement in child education, income of the parent, financial and material support given to students by their parents influenced student's academic performance.

CONCLUSION

Based on the findings of this study, it was concluded that tribal affiliates, traditional beliefs, cultures and occupation significantly influence senior secondary school student's academic performance in physics in Ebonyi State.

RECOMMENDATIONS

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

1. Government need to provide fees bursaries to the needy students because majority of the parent are not able to pay school fees on time due to irregular income and poverty.
2. Government should provide and employ more qualified physics teachers and physic textbooks and other learning materials required by students to enhance their academic performance.
3. Parents should have interest in their children's education. This is because students would perform better academically with parent's financial support. Parents should also be encouraged to buy extra textbooks and other learning material for their children while in school to support their

academic activities for better appreciation of science courses.

4. The cultural variations among students especially the differences within sub-cultures should be taken into consideration by teachers in the school while teaching.

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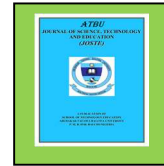
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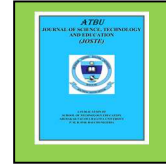
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