



Impacts of Parent's Socio-Economic Status on Academic Performance among Public Secondary School Students in Maiduguri, Borno State

Sherifat Bello Abdu, Aminu Babakura, Mohammed Goni Tela
Department Business Education,
Ramat Polytechnic Maiduguri, Borno State

ABSTRACT

The purpose of this study was to investigate the influence of parental socioeconomic status on students' academic performance in public secondary schools in Maiduguri. A descriptive survey design using a sample of 158 students, 17 teachers and 11 parents' representatives was used to execute the study. Questionnaires were used to collect information from students and teachers while interview schedule was used to collect information from parents. Quantitative data from the questionnaires was analyzed using descriptive and inferential statistics using SPSS. The findings of the study were that parent's income, level of education, occupation and parental involvement in education influences students' academic performance to a great extent. In order to improve students' academic performance the study recommends that; schools should put in place systems to enhance parental involvement in education, the government should grant bursary allocation to students from poor families to retain them in school and parents should be highly sensitized about the benefits of parental involvement in education.

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INTRODUCTION

Education is a fundamental instrument for enhancing the quality of human life and ensuring social and economic progress (Ahnert and Pinquart, 2006). Further, education is a key to creating, adopting and spreading knowledge (Gratz, 2006). According to the World Bank (2002), formal education makes a considerable contribution to the economic and social development. In this regard, the World Bank Development Report 1998-1999 notes that the gains in access to education have been unevenly distributed with the poor rarely were getting their fair share (World Bank 1998).

The impact of parental socio-economic status on student's academic performance is a major concern in education development in many developing countries (Eccles, 2005). According to UNESCO (2010), the goals of Education for All (EFA) and Millennium Development Goals (MDGs), informal strategies to improve socio-economic status are necessary so as to improve performance in examinations. The federal Government of Nigeria is committed to ensuring the provision of Education for All since 2000 and Universal Basic Education (UBE) by 2005. The Government has put in place policies geared towards achieving this goal. Despite these interventions, still students continue



to register poor performance in BECE and SSCE.

Most of the students dropping out of school are from poor background and the efficiency of educational system has been declining at an alarming rate yet the Government is committed toward the provision of equity and quality education (Desforges and Abouchaar, 2003, Barrow and Mogaka, 2007).

Since the inception of free education, enrolment in schools had greatly improved, an indication that many students who were at home had gotten the opportunity to go to school. However, student's academic achievement was still very poor in national examinations such as BECE and SSCE. The government has not yet found a solution to this poor academic achievement which has continued to plague the education sector not only in Maiduguri but also in Borno state as a whole today. In light of this, the study therefore sought to establish the influence of parent's socio-economic status in determining student's academic performance at secondary school level in Maiduguri Metropolitan council.

Objectives of the Study

The aim of this study was to examine the impact of parental socio-economic status on student's academic performance in public secondary schools in Maiduguri Metropolitan council, and the specific objectives are to:

- i. Investigate the impact of parent's educational level and educational involvement on student's academic performance in public secondary schools in Maiduguri Metropolitan council.
- ii. Study the influence of parent's incomes on student's academic performance in public secondary schools in Maiduguri Metropolitan council.

- iii. Assess how parent's occupation affected student's academic performance in public secondary schools in Maiduguri Metropolitan council.

Research Questions

1. What is the impact of parent's educational level impacts the student's academic performance in public secondary schools in Maiduguri Metropolitan council?
2. What is the impact of parent's level of income on student's academic performance in public secondary schools in Maiduguri Metropolitan council?
3. What is the impact of parent's occupation on student's academic performance in public secondary schools in Maiduguri Metropolitan council?

METHODOLOGY

This study adopted a descriptive survey research design. The study was conducted in Maiduguri metropolitan council of Borno state. The target population for this study was students, parents and class teachers of the public secondary schools in Maiduguri. The sample size was selected based on this concept. In each of the selected school, 10% of students, 30% of the total number of teachers and also 30% of parents' representatives were engaged in the study. Therefore, the total number of respondents was 186 out of 1672. This represented 11% of the population in the location of study. This research the researcher used simple random sampling technique. Questionnaires and Interview were instruments use in data collection. The questionnaires were administered to students and class teachers while parents were engaged in an interview.

The data collected was analyzed using descriptive and inferential statistics



using SPSS and presented using tables. Pearson Correlations and regression analysis were used to establish the relationship between variables.

RESULT AND DISCUSSION

Parents' Income and Students' Academic Performance

The first objective of this study was to determine the influence of parents' income on students' academic performance in public secondary schools in Maiduguri. In order to achieve this objective, 158 students were required to state the approximate level of their parents' income and their corresponding academic performance (mean grade) in the previous end of third term 2019 examination (Table 1). Majority of

the students (54%) strongly agreed with the given statements in table 1. 20% agreed, 3% were undecided, 11% disagreed and also 11% strongly disagreed. This means that most students (54%) strongly agreed that parents' income influences students' academic performance. Next the researcher computed Pearson Correlation to establish the relationship between parents' income and students' academic performance basing on the students' opinions given in the table 1. The correlation coefficient between parents' income and students' academic performance is $r=0.75$. This implies that there is a strong positive correlation between parents' income and students' academic performance. In kebbi state, Mallam, D. (2009) made similar observation.

Table 1: Student's opinion on Parents' Income and Students' Academic Performance

Items	5	4	3	2	1	Total
	SA(%)	A(%)	U(%)	D(%)	SD(%)	
a) High income parents are more involved in their children's education than low income parents.	49(31)	40(25)	10(6)	27(17)	32(20)	158(100)
b) Students who come from poor family background have lower self-esteem than those from rich families.	75(47)	38(24)	4(3)	21(13)	20(13)	158(100)
c) My parents struggle financially to cater for my Educational needs.	134(85)	18(11)	2(1)	2(1)	2(1)	158(100)
Mean Responses	86(54%)	32(20%)	5(3%)	17(11%)	18(11%)	158(100%)

Statistical Analysis: $r=0.75$, $P = 0.000$

Teachers were also required to give their opinions on the influence of parents' income on students' academic performance. The responses were analyzed and presented in the table 2. Based on their responses, majority of the teachers (41%) strongly agreed with the given statements about parents' income and students' academic performance. 35% agreed, 12% were undecided, 12% disagreed

and none of the teachers strongly disagreed with the statements given in the table 5.0. This means that most teachers (41%) strongly agreed that parents' income influences students' academic performance. Pearson Correlation was also computed to find out the relationship between parents' income and students' academic performance basing on teachers responses on the statements given in the table 2. The



correlation coefficient between parents' income and students' academic performance is $r=0.95$. This implies that there is a very strong positive correlation

between parents' income and students' academic performance. Similar finding was made in Norway by Jamila, (2009)

Table 2: Teachers Opinions on Parents' Income and Students' Academic Performance.

Items	5	4	3	2	1	Total
	SA(%)	A(%)	U(%)	D(%)	SD(%)	
a) High income parents are more involved in their children's education than low income parents.	8(47%)	6(35%)	2(12%)	1(6%)	0(0.0%)	17(100%)
b) Students who come from poor family background have lower self-esteem than those from rich families.	7(41)	4(24)	2(12)	0(00%)	20(13)	17(100)
c) My parents struggle financially to cater for my Educational needs.	6(35)	8(47)	0(0.0)	3(18)	0(0.0)	17(100)
Mean Responses	7(41%)	6(35%)	2(12%)	2(12%)	0(0.0%)	17(100%)

Statistical Analysis: $r=0.95$, $P = 0.000$

Parents' Level of Education and Students' Academic Performance

The second objective was to determine the relationship between parents' level of education and students' academic performance in Public Secondary Schools in Maiduguri. The result of the study shows that majority of the students (53%) strongly agreed with the given statements in table 3. About 25% agreed,

3% were undecided, 10% disagreed and 8% strongly disagreed with the statements given in the table. Pearson Correlation of $r=0.90$ obtain shows that there is a strong positive correlation between parents' level of education and students' academic performance. This agrees with the finding of Harris, (2006) in New York, and Rana, M (2015) in India.

Table 3: Parents' Level of Education and Students' Academic Performance

Items	5	4	3	2	1	Total
	SA(%)	A(%)	U(%)	D(%)	SD(%)	
a) Highly educated parents are more involved in their children's education than lowly/uneducated	93(59%)	43(27%)	4(3%)	11(7%)	7(4.0%)	158(100%)



Items	5	4	3	2	1	Total
	SA(%)	A(%)	U(%)	D(%)	SD(%)	
b) Parents with higher level of education are able to set conducive learning environment at home than those with lower level of education	99(63%)	38(24%)	4(3%)	11(7%)	6(4%)	158(100%)
c) Parents that are highly educated are more proficient in English Language	61(39%)	38(24%)	7(4%)	25(16%)	27(17%)	158(100%)
Mean Responses	84(53%)	40(25%)	5(3%)	16(10%)	13(8%)	158(100%)

Statistical Analysis: $r=0.90$, $P = 0.000$

Parent Occupation and Student's Academic Performance

Table 4 reveals the response of the respondent on the relationship between parent occupation and student's academic performance. Majority of the students (37%) strongly agreed with the above given statements. 37% agreed, 10% were

undecided, 9% disagreed and 7% strongly disagreed with the statements given above. This means that parents' occupation has influences on students' academic performance ($r=0.89$), this finding similar with that of Mudassir, and Abubakar, (2015), and Muhammed, R. (2012).

Table 4: Students' Responses on Parents' Occupation and their Academic Performance

Items	5	4	3	2	1	Total
	SA (%)	A (%)	U (%)	D (%)	SD (%)	
a) Students whose parents are in formal employment exhibit better academic performance.	46(29%)	57(36%)	30(19%)	19(12%)	12(8%)	158(100%)
b) Parents' working hours have direct correlation with their involvement in their children's education.	48(30%)	69(44%)	10(6%)	18(11%)	13(8%)	158(100%)
c) Parents in informal employment struggle to cater for their children's educational needs	84(53%)	51(32%)	9(6%)	5(3%)	9(6%)	158(100%)
Mean	59 (37%)	59(37%)	16(10%)	14(9%)	11(7%)	158(100%)

Statistical Analysis: $r=0.89$, $P = 0.000$

Parental Involvement in Education and Students' Academic Performance

Teachers were asked to give their opinions on the parental involvement in education and students' academic performance. Their responses were

analyzed and presented in the table 5. Majority (63%) of the teachers strongly agreed with the given statements, 37% agreed. None of the teachers was undecided, disagreed or strongly disagreed. It therefore means that most of the teachers



strongly agreed that parental involvement in education positively influences students' academic performance. Pearson Correlation ($r=0.89$) shows that there is a strong positive correlation between parental involvement in education and students' academic performance. It further means that an increase in parental involvement in education has a significant increase in students' academic performance and vice

versa. Hafiz, and Waqas, (2013) made similar From the parents' interview schedule, the researcher sought to find out the approximate parents' income level per month and whether it affected their involvement in education of their children. Most of the parents admitted that their income level per month is too low and that it adversely affected their involvement in education of their children (Table 5).

Table 5: Parental Involvement in Education and Students' Academic Performance

	Items	5	4	3	2	1	Total
		SA (%)	A (%)	U (%)	D (%)	SD (%)	
a)	Parental supervision of students' progress both at school and home positively influences students' Academic performance.	14(82%)	3(18%)	0(0%)	0(0%)	0(0%)	17(100%)
b)	Parents' attitude towards education positively correlates with their children's educational achievement.	9(53%)	0(0%)	0(0%)	0(0%)	17(100%)	9(53%)
c)	Parents who set rules for their children positively influence their academic achievement.	10(59%)	7(41%)	0(0%)	0(0%)	17(100%)	8(47%)
	Mean	11(63%)	6(37%)	0(0%)	0(0%)	17(100%)	158(100%)

SUMMARY OF THE FINDINGS

The purpose of this study was to investigate the influence of parental socioeconomic status on students' academic performance in public secondary schools in Maiduguri. Data were collected using questionnaires and interview schedules. The summary of the findings is discussed below:

- a) Parents' income level is positively correlated with students' academic performance.
- b) The result of this study revealed that parent education level had significant impacts on their children education.
- c) The finding also shows that parent occupation had a significant effect on their children education.

d) In this study, significant (P-value of 0.021) association between parents' involvement in education and students' academic performance was observed.

CONCLUSION

It was concluded that there is positive association between parents' socio-economic status and students' academic performance in secondary schools in Maiduguri metropolitan council of Borno state.

RECOMMENDATIONS

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

- a) Government should increase bursary allocation to the students from poor



families to retain them in school and enhance their academic performance.

b) It was recommended that schools in Maiduguri should put in place appropriate systems to enhance parental involvement in education.

c) It was also recommended that the government should boost the economic status of households in Maiduguri through investing in more income generating projects in the region.

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