

Influence of Parental Socio-Economic Status on Students' Academic Performance in Public Senior Secondary Schools in Nasarawa State

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Abstract

This study investigated the influence of parental socio-economic status on students' academic performance in Public Senior Secondary Schools in Nasarawa State. The study used a descriptive survey design. The population of the study comprised of 39,450 students. Stratified and simple random sampling techniques were used to select 376 students from 19 public Senior Secondary Schools in Nasarawa State. A structured questionnaire titled "Influence of Parental Socio-economic Status on Academic Performance of Students" (TPSSAPS) was developed by the researchers. Three research questions and hypotheses guided the study. The instrument was structured on a modified 4-point Likert-type scale. The instrument was validated by three lecturers in Nasarawa State University Keffi. A reliability coefficient of 0.76 was obtained using Crombach Alpha statistics which indicated that the instrument is highly reliable. The data were analyzed using frequency count and mean responses of students to answer research questions and t-test for testing hypotheses at 0.05 level of significance. The findings of the study revealed that low level of parental income influence academic performance of students negatively in public senior secondary schools in Nasarawa State. It was recommended that parents especially with low level of income should diversify their source of income in order to have more money to spend on their children education.

Keywords: Socio-Economic Status, Level of Income, Education, Occupation, Academic Performance.

Introduction

Socio-economic status may be defined in terms of economic and social aspects of one's life. In relation to that, Palta et al. (2015) mentioned that socio economic status is an economic and sociological combined total measure of a person's work experience, an individual's or family's access to economic resources and social position in relation to others. Socio economic status is a comprehensive measure that includes a person's economic and social position in relation to others based on income, education and occupation which influence access to resources (Wikipedia, 2024). Therefore, socio economic status is a term used to describe the class standing of an individual or group. It is measured by a number of factors including income, occupation and education (Oakes and Rossi, 2013).

Academic performance is the extent to which students have attained their short or long term educational goals. This corroborates Yusuf and Bello (2016) who defined academic

performance as an observable and measurable behaviour of a student within a specified period. It is influenced by many factors such as parental level of income, education and occupation (Chinyaka and Mugwevi, 2020). Parents play a crucial role in the academic success of their children. In the same vein, Naite (2021) revealed that parents exert a significance influence on the academic performance of their children because of the authority and skills they have to shape and develop their children into motivated, inspired and learned people. Parents lay the foundation for the desired social, moral, emotional, spiritual and intellectual wellbeing of their children. Adedapo et' al (2013) reaffirmed that the training children receive from home is of greatest importance in their total personality formation and their academic performance. Similarly, the children capacity to succeed in school depends on how successful they are managed by their parents at home (Vellemalay, 2012).

Education being an input-based commodity requires the provision that have to be acquired at a cost. Parental level of income may have direct influence on students' academic performance. Similarly, Kibai (2018) posited that children from poor backgrounds may lack school fees, books, uniforms and other essential school materials and thus negatively affect their academic performance. Drajea and O'sullivan (2020) also established that parents whose level of income was high were able to give their children higher level of academic support and vice versa.

Parental education may also influence students' academic performance. In the same vein, Ahmad (2013) posited that educated parents provide intellectual, economical, psychological and emotional support to their children who in turn make them to be more comfortable and adjusted in their learning development. Ahmad (2013) also stated that parents with educational background would be in good position to be second teachers to their children. Therefore, parent with education provide a most conducive home environment for their children to study. The nature of parental occupation may affect the performance of a student significantly too. This is supported by Ajayi et' al (2020) who revealed that occupation of parents to an extent determined the level of resources which parents will be able to invest in their children's education. Thus, parental occupation is considered to determine access to learning opportunities and resources for children. Parent with high occupation levels have better economic condition and provide material support for their children education. Parents may have preference for male child education over female child. This gender preference may influence academic performance of students. Therefore, this study intended to find out whether how parental socio – economic status such as low level of income, lack of education and occupation influence academic performance varies according to gender of students.

Statement of the Problem

Parents play an important role in their children education. In fact, it is their responsibility to put their children in school and provide them with everything they need in school for effective learning and improved academic performance. However, parental socio-

economic status may prevent them from accomplishing their great responsibility saddled upon them. The academic performance of students in public senior secondary schools in Nasarawa state have been marred by some challenges cause by their parents' socio-economics status such as level of income, education and occupation. Some students may come from parents with low-level of income that cannot sustain their families. These poor parents may not afford to pay school fees of their children regularly. More so, their parents may not provide them with learning resources and other educational materials to use at home or in school. Some of the students may come from parents who are not educated. These parents may not support their children academically due to their lack of intellectual ability. Lastly, some students may come from parents with occupation that have poor economic condition which may not provide the required material support for their children education. Some parents may not have time at home for their children education due to work demands.

Objectives of the Study

This study is meant to assess parental socioeconomic status on students' academic performance in public senior secondary schools in Nasarawa State. Thus, specifically, the study is designed to;

1. determine how low level of parental income influence academic performance of students in public senior secondary schools in Nasarawa State;
2. find out how lack of parental education influence academic performance of students in public senior secondary schools in Nasarawa State;
3. determine how parental occupation influence academic performance of students in public senior secondary schools in Nasarawa State.

Research Questions

Three research questions were raised to guide this study.

1. How does low level of parental income influence academic performance of students in public senior secondary schools in Nasarawa State?
2. How does lack of parental education influence academic performance of students in public senior secondary schools in Nasarawa State?
3. How does parental occupation influence academic performance of students in public senior secondary schools in Nasarawa State?

Research Hypotheses

Based on the research questions, the following null hypotheses were formulated for testing.

Ho₁: There is no significant difference in how low level of parental income influence academic performance between male and female students in public senior secondary schools in Nasarawa State.

Ho₂: There is no significant difference in how lack of parental education influence academic performance between male and female students in public senior secondary schools in Nasarawa State.

Ho₃: There is no significant difference in how parental occupation influence academic performance between male and female students in public senior secondary schools in Nasarawa State.

Research Method

The design used for this study was descriptive survey. The population for this study comprised 39,456 students in public senior secondary schools in Nasarawa State. A sample of 376 students was used for the study. The researchers used both stratified and simple random sampling techniques to select the respondents. The stratified random sampling was used to group the public senior secondary schools into strata as Local Government Area (LGA). Subsequently, a simple random sampling was used to select one school each from the twelve Local Government Areas in Nasarawa State as sampled schools and 376 students were randomly selected from the sampled schools. The instrument used for data collection was titled: Influence of Parental Socioeconomic Status on Academic Performance of students (IPSSAPS) was divided into sections: Section A contained demographic data and Section B had items on research questions. The items were structured using a modified 4-points rating scale with the following grading: Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points and Strongly Disagree (SD) = 1 point. To ascertain the validity of the instrument, it was given to three lecturers in Nasarawa State University, Keffi to validate. They made corrections and suggestions which were taken into consideration. At the second look, they adjudged the instrument valid. To establish the reliability of the instrument, it was pilot tested using 100 students from GSS Marmara and GSS Army Barrack, Keffi. The Crombach Alpha statistics was used to compute the reliability coefficient and yielded a reliability coefficient of 0.76 which means that the instrument was reliable. The data collected were analyzed using mean responses of students to answer research questions. When the mean response was 2.50 and above, it was accepted in answering the research questions while the mean response below 2.50 was rejected in answering the research questions. The hypotheses were analyzed using t-Test at 0.05 level of significance.

Results

Research Question One: How does low level of parental income influence academic performance of students in public senior secondary schools in Nasarawa State?

Table 1: Mean Responses and Standard Deviation of Respondents on low level of parental income influence academic performance of students.

N = 376

S/N	Items	SA	A	SD	D	Mean	SD	Decision
1.	My parents do not pay school fees regularly.	150	100	52	74	2.99	0.59	Accepted
2.	My parents do not provide me with education materials at home.	99	151	59	67	2.89	0.75	Accepted
3.	My parents do not provide conducive learning environment for me at home.	80	152	66	78	2.81	0.67	Accepted
4.	My parents cannot afford hiring lesson teacher for me during holidays.	134	112	59	71	2.97	0.61	Accepted
5.	My parents cannot provide sufficient economic support for my education.	101	149	59	67	2.87	0.81	Accepted
6.	I resume late to school due to my parents insufficient money.	94	156	57	69	2.80	0.61	Accepted
7.	I do not go to boarding school due to my parents' financial problems.	148	102	54	72	2.93	0.87	Accepted
8.	My parents may have financial problems that can affect my provision in school.	152	98	51	75	3.00	1.00	Accepted
9.	I lack some basic needs in school.	148	102	57	69	3.02	0.83	Accepted
10.	I perform poorly in school due to insufficient provision of learning materials by my parents.	97	153	61	65	2.88	0.93	Accepted
	Overall Mean					2.89		

Field Survey, 2024

Table 1 presents mean and standard deviation on the responses of students on how low level of parental income influence academic performance of students in public senior secondary schools in Nasarawa State. The table revealed that items were accepted based on their mean responses. Items 1-10 had their mean responses above 2.50 and were accepted as a factor in answering the research question. The overall mean of 2.89 which was above 2.50 showed that all the items were accepted in revealing how low level of parental income influence academic performance of students in public senior secondary schools in Nasarawa State. Parents do not pay their children school fees regularly. They do

not provide them with education materials and conducive learning environment at home. Parents cannot afford lesson teachers for their children during holidays and adequate economic support for children education due insufficient money. As such their children resume late to school, do not go to boarding school and lack some basic needs in school which make them performed poorly in school. These imply that low level of parental income influences academic performance of students negatively in public senior secondary schools in Nasarawa State.

Research Question Two: How does lack of parental education influence academic performance of students in public senior secondary schools in Nasarawa State.

Table 2: Mean Responses and Standard Deviation of Respondents on how lack of parental education influence academic performance of students.

N=376

S/N	Items	SA	A	SD	D	Mean	SD	Decision
11.	My parents do not teach me at home due to lack of education.	133	113	60	70	2.97	0.60	Accepted
12.	My parents do not provide intellectual, psychological and emotional support to my education.	103	148	61	64	2.88	0.75	Accepted
13.	My parents are not second teachers to me.	95	154	57	70	2.80	0.66	Accepted
14.	My parents do not guide and counsel me on the best way to perform well in school.	125	116	59	76	2.95	0.67	Accepted
15.	My parents do not provide adequate education materials needed by me in school due to lack of education.	99	153	59	65	2.85	0.83	Accepted
16.	Children may follow their parents' footsteps in education.	89	161	52	74	2.79	0.64	Accepted
17.	My parents do not provide conducive environment for me at home to study due to lack of education	101	139	60	76	2.91	0.85	Accepted
18.	My parents do not have better jobs that earn more money due to lack of education.	136	101	68	71	2.98	0.98	Accepted

19.	My parents do not help me to study at home due to lack of education.	151	99	50	76	2.99	0.82	Accepted
20.	My parents do not help me with my assignment or homework due lack of education	103	147	57	69	2.87	0.91	Accepted
	Overall Mean					2.90		

Field Survey, 2024

Table 2 presents mean and standard deviation on the responses of students on how lack of parental education influence academic performance of students in public senior secondary schools in Nasarawa State. The table revealed that items were accepted based on mean values of responses of students. Items 11- 20 had their mean values above 2.50 and were accepted as a factor in answering the research question. The overall mean of 2.90 which was above 2.50 showed that all the items were accepted in revealing how lack of parental education influence academic performance of students in public senior secondary schools in Nasarawa State. Parents do not teach their children at home. Therefore, they are not second teachers to their children. Parents do not provide intellectual, psychological and emotional support to their children. Parents do not guide and counsel their children on the best way to perform well in school. Parents do not provide adequate education materials needed by their children in school and conducive environment at home due to lack of education. Children may follow their parents' footsteps in education. Parents do not have better jobs that earn more money due to lack of education. Parents do not help their children to study or help them with their assignment at home due to lack of education. These imply that lack parental education influence academic performance of students negatively in public senior secondary schools in Nasarawa State.

Research Question Three: How does parental occupation influence academic performance of students in public senior secondary schools in Nasarawa State?

Table 3: Mean Responses and Standard Deviation of Respondents on how parental occupation influence academic performance of students.

N=376

S/N	Items	SA	A	SD	D	Mean	SD	Decision
21.	My parents do not have time for my study at home.	134	113	58	71	2.95	0.59	Accepted
22.	My parents are always busy with work at home.	104	147	62	63	2.87	0.74	Accepted
23.	My parents always come back late from work.	96	153	58	69	2.79	0.65	Accepted

24.	My parents do not have time for their children even at weekends due to their work.	141	115	48	72	2.94	0.66	Accepted
25.	My parents are always working at home on office work.	102	159	53	62	2.84	0.82	Accepted
26.	My parents do not have time to help me with my study at home.	98	152	53	73	2.78	0.63	Accepted
27.	My parents do not have time to visit me in school due tight schedule.	103	152	57	64	2.90	0.84	Accepted
28.	My parents do not have time to check my note books at home.	136	114	55	71	2.97	0.97	Accepted
29.	My parents do not have time to monitor my academic performance in school.	152	100	49	75	2.98	0.81	Accepted
30.	My parents do not have time to teach or study with me at home.	104	148	66	58	2.86	0.90	Accepted
Overall Mean						2.91		

Field Survey, 2024

Table 3 presents mean and standard deviation on the responses of students on how parental occupation influence academic performance of students in public senior secondary schools in Nasarawa State. The table revealed that items were accepted based on the mean values of students' responses. Items 21- 30 had their mean values above 2.50 and were accepted as a factor in answering the research question. The overall mean of 2.91 which was above 2.50 showed that all the items were accepted in revealing how parental occupation influence academic performance of students in public senior secondary school in Nasarawa State. Parents are always busy with work at home. Parents always come back late from work. Parents do not have time to for their children even at weekends, Parents do not have time to help their children with studies, check their note books or do not have time to teach them at home. Parents do not visit their children in school to monitor their performance. These imply that parental occupation influences academic performance of students negatively in public senior secondary schools in Nasarawa State.

HO₁: There is no significant difference in how low level of parental income influence academic performance between male and female students in public senior secondary schools in Nasarawa State.

Table 4: t-Test of Difference in Mean Responses between Male and Female Students on how low level of parental Income Influence their Academic Performance.

Gender	Number	Mean	S. D	t-value	d.f	Sig(2-tailed)	Decision
Male	209	2.35	.261	-6.277	378	.094	Accepted
Female	168	2.83	.212				

Field Survey, 2024

The test on Table 4 was carried out to determine whether male and female students in public senior secondary schools differed significantly in how low level of parental income influence their academic performance. A significant value of .094 (more than the 0.05 level of significance) shows that there is no significant difference. The hypothesis is therefore accepted.

HO₂: There is no significant difference in how lack of parental education influence academic performance between male and female students in public senior secondary schools in Nasarawa State.

Table 5: t-Test of Difference in Mean Responses between Male and Female Students on how lack of parental Education Influence their Academic Performance.

Gender	Number	Mean	S. D	t-value	d.f	Sig(2-tailed)	Decision
Male	209	2.39	.264	-6.280	381	.097	Accepted
Female	168	2.86	.215				

Field Survey, 2024

The test on Table 5 was carried out to determine whether male and female students in public senior secondary schools differed significantly in how lack of parental education influence their academic performance. A significant value of .097 (more than the 0.05 level of significance) shows that there is no significant difference. The hypothesis is therefore accepted.

HO₃: There is no significant difference in how parental occupation influence academic performance between male and female students in public senior secondary schools in Nasarawa State.

Table 6: t-Test of Difference in Mean Responses between Male and Female Students on how Parental occupation influence their academic performance

Gender	Number	Mean	S. D	t-value	d.f	Sig(2-tailed)	Decision
Male	209	2.33	.259	-6.275	374	.091	Accepted
Female	168	2.81	.210				

Field Survey, 2024

The test on Table 6 was carried out to determine whether male and female students in public senior secondary schools differed significantly in how parental occupation influence their academic performance. A significant value of .091 (more than the 0.05 level of significance) shows that there is no significant difference. The hypothesis is therefore accepted.

Discussions

The result presented in table 1 of the study showed that low level of parental income influences academic performance of students negatively in public senior secondary schools in Nasarawa State. The findings of the study revealed that parents with low level of income do not pay school fees regularly, provide education materials and other basic needs in school and at home. This is in line with Kibai (2018) who revealed that children from poor backgrounds may lack school fees, books, uniforms and other essential school materials and thus negatively affect their academic performance. The findings of the study also revealed that Parents cannot afford lesson teacher for their children during holidays and adequate economic support for children education due insufficient money. As such their children resume late to school, do not go to boarding school. This corroborates the findings of Drajea and O'sullevan (2020) who also established that parents whose level of income was high were able to give their children higher level of academic support and vice versa. Based on the hypothesis analyzed, the findings also revealed that how low level of parental income influenced academic performance does not differ between male and female students in public senior secondary schools in Nasarawa State.

The result presented in table 2 of the study indicated that lack of parental education influence academic performance of students negatively in public senior secondary schools in Nasarawa State. As revealed by the findings of this study, parents who are not educated do not provide intellectual, psychological and emotional support to their children. This is contrary to the findings of Ahmad (2013) who found that educated parents provide intellectual, emotional, psychological and economic support to their children education. The findings of the study also revealed that parents who are not educated do not teach their children at home. Therefore, they are second teachers to their children and do not help their children to study or help them with their assignment at home. This is contrary to the finding of Ahmad (2013) who revealed that parents with education would be in good position to be

second teachers to their children, The findings the study further showed that parents do not provide adequate education materials needed by their children in school and conducive environment at home due to lack of education. Children may follow their parents' footsteps in education. Parents do not have better jobs that earn more money due to lack of education. Based on the hypothesis analyzed, the findings also revealed that how lack of parental education influenced academic performance does not differ between male and female students in public senior secondary schools in Nasarawa State.

The result presented in table 3 of the study indicated how parental occupation influence academic performance of students negatively in public senior secondary schools in Nasarawa State. The findings of the study revealed that parents are always busy with work at home. Parents always come back late from work. Parents do not have time for their children even at weekends, Parents do not have time to help their children with studies, check their note books or do not have time to teach them at home. Parents do not visit their children in school to monitor their performance. These imply that parental occupation influences academic performance of students negatively in public senior secondary schools in Nasarawa State. Based on the hypothesis analyzed, the findings also revealed that how parental occupation influence academic performance does not differ between male and female students in public senior secondary schools in Nasarawa State.

Conclusion

This study assessed the influence of parental socio-economic status on students' academic performance in public senior secondary schools in Nasarawa State. The results of the study have provided empirical proof that socioeconomic status of parents such as low level of income, lack of education and occupation influence academic performance of students negatively. This may have adverse effect on students' academic performance in public senior secondary schools in Nasarawa State.

Recommendations

The following recommendations were made in line with the study findings.

1. It is recommended that parents especially with low level of income should diversify their source of income in order to have more money to spend on their children's education. This will enable them to pay school fees in time, provide the needs of their children in school, other education materials and conducive learning environment at home.
2. Parents should put in much effort to guide and counsel their children on importance of education in order to motivate them since they cannot be second teachers due to lack of education. They should also encourage their children by giving them adequate psychological and emotional support to excel in school.
3. Parents should always spare time for their children's education no matter how tight is their schedule. They should help them with their studies at home if they can and

visit their school in order to have first-hand information or report on their children academic progress so as to motivate them.

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