

COMPARATIVE ANALYSIS OF SOCIO-ECONOMIC STATUS OF PARENTS AND STUDENTS' ACADEMIC PERFORMANCE IN TWO SELECTED SECONDARY SCHOOLS IN JOS SOUTH, PLATEAU STATE, NIGERIA

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ABSTRACT

The gap in performance between students and academic excellence constitute a great source of worry and serious concern as well as discomfort to both parents, school administrators, and policy makers responsible for the education of students in secondary school. The study adopted correlational study design and sampled 161 students. The instrument used in this study was a self-developed questionnaire. Three hypotheses were tested. Findings revealed that 78.2% of the parents of student of government school were of low socio-economic status while 50% of the parents of students of private school were of an average socio-economic status. Further findings revealed that a good number of students 38.6% from government school had low academic performance while most students 63.3% from the private school had a very high academic performance. Lastly, findings showed that parents income had influence on the academic performance of students.

INTRODUCTION

In the current era of globalization and technological resolution, education is considered as a crucial step for every human activity (Farooq, 2011). It is considered as the life line for efficient and suitable stable development of human society. Education is a process by which the mind of human being

develops through learning at home, streets, religious institutions like the churches and mosques, schools, colleges or universities. It is also a process whereby a person develops attitude and abilities that are considered to have value and relevance in the society. It is the best legacy a nation can give to her citizens especially the youth. Education helps to develop individual's personality by making him/her knowledgeable, competent, capable and skillful. Every nation hoping to have a bright future needs to emphasize education because it is the only way too much development (Memon, 2010).

Education must be considered as a key investment in modern economics because as previously seen with the framework of a knowledge-based economy, there are strong and positive correlation between economic activity and education in explaining economic growth (Olayangu, 2014). It is a catalyst to the development of individuals, society and the nation as a whole (Asiru, 2014). It is an important tool for social growth, development and interaction of all elements in the society for its economics, social and political benefits and plays a critical role in human capacity building and skill acquisition (Dagbo, 2014).

Despite the fact that the development of any nation depends largely on the quality of

education of her citizen, the academic performance of most Nigerian youth in secondary school is decreasing. This has become a major concern for education stake holders and researchers. According to Achieng (2012), family type, poor funding, bad home condition are some factors that cause poor performance amongst student. He also found that home factor, student factor and unfavorable institutional/school environment are the cause of failure over a period of time. It has been observed that students exposed to the same lesson by the same teachers, perform differently when they are examined (Adesehinwa, 2013). This shows that outside the school environment, other factors influence students' academic performance.

The socio-economic status (SES) of a family is based on family income, parental educational level, parental occupation and social status in the community (Memon, 2010). Researches have been done to ascertain the level of impact SES of parent has on students' academic performance. It is generally believed that parents with high SES often have more success in preparing their young children for school because they typically have access to a wide range a resource and can advise their children on the right way to go due to their exposure and access to resources while parents with low SES have little resources which cannot promote and support children's development and school readiness. Parent may have inadequate skills for such activities as reading to and with their children and they may lack information about childhood, immunization and nutrition (Okioaga, 2013). Children from low socio-economic status have fewer stimulating experience and learning materials and even in their first three years life are more likely to have lower cognitive scores and increased behavioral problems (Sektan, Mcdelland and Acock, 2010).

Most families in Nigeria 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 health, learning and performance of less privileged students in school, as such, student from such families are forced to miss classes, unable to do their assignments and most seriously are driven from school due to non-payment of school fees. All these have significant effect on the development of the child (Ushie, Onongha and Owolabi, 2012). Ushie also stated that family background is the foundation for children's development, as such, family background in terms of family type, size, socio-economic status and educational background play important role in children's educational attainment and social integration. However, Singh and Singh, (2014) argued that the SES of parents have no significant effect on the educational achievement of student rather, the health status of children has a major role in determining the educational achievement.

Akhtar (2012), disclosed that higher grades achievers were not from the upper and lower classes rather students from middle class parents have scored better than others. It is against this background that this study therefore attempts to compare the academic performance of students with the parents' socio-economic status and find out the influence of the socio-economic status of parents on academic performance among students of two selected secondary schools in Jos South, Plateau State.

According to Jesen (2013), the gap in performance between students and academic excellence constitute a great source of worry and serious concern as well as discomfort to both parents, schools, managers, policy makers and various governments responsible for the education of students in secondary school. Experience has shown that among the secondary school students, there exists some difference which influence student academic performance. In the light of this, the main problem of this research is to compare the academic performance of students with the

parent's socio-economic status and find out if there exists an influence of socio-economic status of parents especially health workers on the academic performance among students of two selected secondary schools in Jos South, Plateau State.

Hypotheses

- 1 There is no significant difference in the mean score performance of students in public and private secondary schools based on the parents' level of income.
- 2 There is no significant difference in the mean score performance of students in in public and private based on the parents' level of education
- 3 There is no significant difference in the mean score performance of students in public and private based on the parents' type of occupation.

METHODOLOGY

The study adopted a correlational study design in which questionnaire was used to gather relevant data from stratified randomly selected students of the two selected secondary schools.

The target populations of study were public and private secondary school students in Plateau State. Convenient sampling technique was used in selecting representative schools for this research. Schools were selected because of their accessibility, proximity and availability to the researcher. Stratified sampling technique was used to select student from JSS2, JSS3, SS2 and SS3. These classes were chosen due to the fact that the students had a cumulative grade point of their last class. The instrument used for data collection was questionnaire. Test re-test method was used to test for the reliability of instrument, pilot study was done with 12 students; 8 from the public school, 4 from the private school and the reliability co-efficient was calculated to be 0.7364 using Pearson's reliability coefficient.

RESULTS

Hypothesis 1

There is no significant difference in the mean score performance of students in public and private secondary schools based on the parents' level of income. Independent t-test analysis of variance was used to test this hypothesis at .05 level of significance and presented in Table 1.

Table 1: Independent t-test of school type by parents' level of income and academic performance

Grouping variable	N	Df	Mean	SD	t-value	Sig.
Public school	17	49	23.47	9.19	1.27	.599
Private school	34		23.88	5.87		

Not significant at 0.05; df = 100; critical t-value 1.96

As presented in Table 1, the calculated t-value of 1.27 was less than the critical t-value of 1.96 at 0.05 level of significance, the implication of this result is that, the null hypothesis which states that, there is no significant difference in the mean score performance of students in public and private secondary schools based on the parents' level of income was retained. Therefore this means that parents income had no influence on the academic performance of students in either public or private schools .i.e. whether the parents of these students earned high amount of money or low amount money, it did not influence the academic performance of the students so from the findings, although

most parents 79 (78.2%) were low income earners, a good number of the students 62 (61.3%) had an average, good and very high performance while 39 (38.6%) performed poorly

Hypothesis 2

There is no significant difference in the mean score performance of students in public and private school based on the parents' level of education. One-way analysis of variance was used to test this hypothesis at 0.05 level of significance and presented in Table 2.

Table 2: ANOVA of parents' educational level and academic performance

	SS	df	MS	F	Sig.
Between Groups	1052.74	4	263.185	1.797	0.136
Within Groups	14058.33	96	146.441		
	15111.07	100			

As presented in Table 2, since the calculated probability value (P value) of 0.136 for public was greater than the significant level of 0.05. Therefore, the null hypothesis which states that there is no significant difference in the mean score performance of students of public and private based on the parents' level of education is hereby accepted. Therefore this means that parent's level of education had no influence on the academic performance of students of the above mentioned schools, i.e whether the parents of these students were highly educated or not, it did not influence the academic performance of the students so from the findings, although most parents 85 (84.1%)

had a secondary, diploma and HND/degree education, most of the students 39 (38.6%) performed poorly while only 7 (6.9%) had a very high performance and 26 (25.7%) had a good performance

Hypothesis 3

There is no significant difference in the mean score performance of students of public and private based on their parents type of occupation. One-way analysis of variance was used to test this hypothesis at 0.05 level of significance and presented in Table 3.

Table 3: ANOVA statistics on parents type of occupation and academic performance

	SS	df	MS	F-value	Sig.
Between Groups	793.936	6	132.323	0.869	0.521
Within Groups	14317.140	94	152.310		
Total	15111.076	100			

As presented in Table 3 the calculated probability value (P value) of 0.521 for public school and private school is greater than the significant level of 0.05, Therefore, the null hypothesis which states that there is no significant difference in the mean score performance of students of public schools and private based on the parent's occupation is hereby accepted. Hence, this means that parent's type of occupation had no influence on the academic performance of students of the above-mentioned school. i.e. whether the parents of these students were civil servants (health workers) or not, it did not influence the academic performance of the students so from the findings, although most parents 39(38.6%), were health workers most of the students 39(38.6%) performed poorly while only 7(6.9%) had a very high performance and 26(25.7%) had a good performance

DISCUSSION OF FINDINGS

The result showed that students' academic performance was independent of their parent's level of income i.e. whether or not the parents earn high or low, it doesn't affect the students' academic performance. This finding agrees with the findings of Machebe, Ezegebe and Onuoha (2017) which revealed that academic performance of students in senior high schools in Japan were relatively the same irrespective of whether their parent is in the high, medium or low-income level explaining that most mothers in Japan stay out of work to take care

of the home and children's education so are actively involved in the children's school activities and at such, students' performance was not based on parents income. However the finding of this study disagrees with the findings of Joseph (2016), Dahie, Mohamed and Moalim (2016), Juma (2016), Abdu-Raheem (2015) Udida, Ukwayi and Ogodu (2012) and Osonwa, Adejobi, Iyam and Osonwa (2013) which states that just like other factors such as parents educational level and parents occupation, parents level of income has a significant positive relationship on students' academic performance reason being that low income earning parents have so much work to do in other to make ends meet and so do not usually have time for their children which results in low academic performance unlike the high income parents. Juma (2016) concluded by saying that low income earning parents may not be able to afford the resources required by the students to perform well while the high-income earning parents are able to pay school fees on time, avail the necessary learning materials and set a conducive learning environment at home resulting in a better academic performance of their children

The findings of the study also showed that there is no significant difference in the mean score performance of students in public school and private school on their parents' level of education. This implies that parents' level of education has no influence on the students' academic performance so whether or not the students perform well, it is independent of their

parents' level of education i.e. regardless of parents' educational level it doesn't affect the students' academic performance. These findings agree with the findings of Udida, Ukwayi and Ogooda (2012) which states that parent's educational level had no influence on students' academic performance but rather individual's cognitive ability determines performance. However, the findings of this study does not agree with the findings of Eshetu (2015), Dahie, Mohamed and Moalim (2016), Juma (2016), Abdu-Raheem(2015), Ogunshola and Adewale (2012) and Joseph (2016) who explained that parents with high level of education highly appreciate the value of education and thus set a more conducive and stimulating learning environment for their children and help them out with their assignments while the illiterate and semi-illiterate parents struggle with the feeling of inadequacy and may not be able to help their children out their academic problems thus hindering a good academic performance

Findings showed that there is no significant difference in the mean score performance of students of Government Secondary School Kufang, along Domkart Bally Road, opposite Solomon Lar Park, Jos South, Plateau State and Believers High School, Ewarewah Street, Miango Junction, Jos South, Plateau State based on their parents' occupation. This implies that parent's type of occupation has no influence on the students' academic performance. So, the students' performance is not dependent on their parent's occupation. That means parents type of occupation does not influences how well the student will perform. The findings agree with the findings of Eshetu (2015) which states that since most of salaried employment opportunities are opened for educated ones, as a result occupation might not be the reason for the achievement difference of students' rather educational status of parents however, these findings disagrees with the

findings of Udida, Ukwayi and Ogooda (2012), Usaini and Abubakar (2015) and Juma (2016). While Usaini and Abubakar (2015) posited that fathers nature of occupation determines the take home income and time they would have with their children as fathers who take home good salary and has time to spend with his children is able to interact with them and in the process, help them in resolving school needs and provide financial support and moral support which influences the child psychologically to perform well, Udida et al (2012) revealed that parents with formal occupation had better position and assurance of monthly salaries that were used to buy books and stationery for their children. They have stable and constant income that enables them to spend much on their children education while parents with informal occupation, who are mainly self-employed with an occupation that has no guarantee of turnover, cannot afford to spend much on their children. Therefore, parents with informal occupation mostly fail to provide enough for the education of their children while parents with formal occupation make sufficient provision for the education of their children.

Conclusion and Recommendations

It was observed that parent's socio-economic status did not affect the academic performance of students but rather, the health status of the students greatly influenced their academic performance so from the result gotten, most students (76.5%) especially from the government school when asked the reason for missing school said they missed school often, due to ill health despite the fact that most of their parents were health workers who were expected to know the importance and value of health. Since most of them were low income earners, they probably do not have enough resources to Cather for the health needs of their children and have a poor health seeking

behavior. This school absenteeism due to ill health resulted to majority of the students having a very low academic performance

Based on the outcome of this study, it was concluded that, there was no significant difference in the mean score performance of students in public and private schools based on their parents' income level, educational level and type of occupation. This means that whether or not the parents earned high or low amount of income, whether or not they were educated and whether or not they were civil servants (health workers), it did not affect the academic performance of students.

With regards to the observations made during the research and outcomes obtained in this study, the following recommendations are made: the school authority will need to improve the school's standard of education by providing adequate and modern facilities within the class rooms like charts, good seats, within the laboratory by providing equipment's for practice, within the school compound by providing adequate security, equipment for play and relaxation

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