**INFLUENCE OF SOCIO ECONOMIC STATUS OF PARENTS ON THE ACADEMIC PERFORMANCE OF THEIR CHILDREN IN OHUZARA LOCAL GOVERNMENT OF EBONYI STATE**

**BY**

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**THINKERS CORNER, ENUGU STATE**

**JULY, 2018**

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**A RESEARCH WORK SUBMITTED TO THE DEPARTMENT OF**

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**JULY, 2018**

**APPROVAL PAGE**

Ugama Chinecherem Precious, a student in the Department of Arts and Social Sciences Education (Economics Education) in the Faculty of Education with Reg No: U16/EDU/ECO/038 has satisfactory completed the requirement for this Research. The work embodied in this project is original and has not, to the best of my knowledge, been submitted or presented elsewhere.

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**DEDICATION**

This work is dedicated to God almighty for his love, mercy, inspiration, faithfulness and protection.

I also dedicate this work to my father, Mr. Ugama Peter and most beloved mother, Mrs. Ugama Justina for their maximum support throughout the period of my study.

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**ABSTRACT**

This research work aimed at finding out the Influence of socio-economic status of parents on the academic performance of their children in Ohuzara Local Government Area of Ebonyi State. This research is a descriptive survey research. 100respodents. The researcher used simple random sampling technique in to sample from the Target population of 2000. The instrument used in data collection was structured questionnaire. The data collected were analysed using simple percentages. At the end of the study, the following findings were made; Home influence of socio-economic status of parents in Ohuzara Local Government Area of Ebonyi state. Parents and teacher helped to run and mould a child’s academic performance. The further career of the child is guided by the home. The researcher, based on these findings, recommended that both poor and rich families should try as much as possible give their children appropriate education.

**CHAPTER ONE**

**INTRODUCTION**

**Background to the Study**

Education is a fundamental human right, the key to sustainable development, a crucial tool for effective participation in societies and it enhances peace and stability among countries (Buchi, 2005). Posse and Melgosa (2006) identified three environments that must come into play in the educational process which include; the family, the school and the community. The researchers opined that for a successful educational process to be realized the objectives of these three environments must be harmonized.

Education according to Peter (2009) is the transmission of what is worthwhile to individual to individuals to make them knowledgeable and contributing members of the society. Education means all efforts towards the inculcation of the right attitude, habit, skills and knowledge necessary for proper adjustment of an individual in the society

Ford and Harris (2006) examined parental influences on African-American students’ school achievements. They focused on parents’ level of education, marital status and family income and found that children from high and middle socio-economic families are exposed to a better learning environment at home. This is because of provision and availability of extra learning facilities like computers, televisions, radios, different types of reading materials among others. They maintained that most students in low socioeconomic status families are not exposed to these learning facilities.

Okeke (2007) found four key variables as significant indicators of home environment that is conducive for learning in Enugu state. These variables are: Father’s and mother's education, source of light, house hold materials and the academic materials like books for school subjects in the homes. She maintained that these variables play a pivotal role in children's education.

The Government of Nigeria upholds education as a fundamental human right and recognizes that it is crucial for the attainment of self-fulfilment and National Development. The Nigeria government has made consistent efforts like Building of New classroom, providing Instructional Materials, Textbooks, Creating a conducive environment to enhance quality and equity in education to all Nigerians.

Education is undeniably important to every person. Through education, one gains knowledge and is able to enlarge his/her view of the world. Education also plays a rudimental role in our society and we cannot imagine a life without it. It is an element for civilization and does not only help to develop healthy surroundings but also generates an advance community or society. Education contributes tremendously in developing a child in the sense that it serves as mechanisms that allows a child to define and pursue his goals by participating in the society where he finds himself.

Family is a group of persons united by ties of marriage, blood or adoption constituting a single household and interacting with each other in their respective social roles. The family has been of great importance in shaping the performance of children (Buchi 2005). This is because academic performance of the children is usually as a result of motivation that children received from the people they interact with in their initial stages of life.

Bichi (2012) stated that family socio-economic status, which formed the subject of this study, includes housing condition, availability of reading materials and opportunities for intellectual development. Family factors, such as unsatisfactory housing condition may have a serious effect on educational achievement of a child. Families that are large in number, insufficient amenities, due to poor economic condition could distract the interest and attention of the learner, which may affect the whole process.

Education is a welcome addition, whereas on the other hand, children from unsatisfactory families or those lacking those materials or amenities go to school hoping to find the essential qualities lacking in their homes.

Naturally the expectation of these two categories of learners differs. The socio-economic status of the family has its own consequences to educational achievement. Inability to pay regular school fees due to unfavourable economic situation force some parents to send their children to substandard schools or even withdraw them from the school.

Where such resources and facilities are lacking it is inevitable that the learning of a child is seriously affected in terms of their educational process. The parents from low socioeconomic status cannot afford to provide all these materials resources that are very important for educational advancement of their children in school. The denial of such resources to their children is born out of the necessity of their economic circumstances, not because they do not have similar inspiration like the parents who have these materials resources at their disposal (Blake, 2002) cited in (Aliyu, 2006). In summary, researches elsewhere have shown that the socio economic status of parents has significant influence on educational achievement of a child. However, since “economics is a study of how societies use scarce resource to produce valuable commodities and distribute them among different people. Behind this definition are two key ideas in economics: that goods are scares and that society must use its resources efficiently” It brings us to the effect of Scio-economic status of parents on the academic performance of their children. Thus, in the school system, socio-economic status of parents is an economy and Socio-logical combined total measure of family economic and social position in relation to others, based on their income, education and occupation which influence the academic performance and behaviour of their children.

**Statement of the Problem**

The standard of education has fallen, therefore leading to lot of arguments among scholars and educationists. Teachers, government and students are often blamed for this phenomenon without investigating on other factors that could hinder high standard of education.

Every child in school performs in different way in terms of academics which may either be positive or negative. There are variations in the form where the children attend schools. In the recent times most parents, seems to be more interested in the feeding and clothing of their children than in their educational progress. Parents do not care about teaching and encouraging their children at home. They believe that the school teacher will do everything.

Some blame teachers and students for poor academic performance in the county.

Many factors such as inadequate school facilities, cultural factors and inadequate teachers among others have been cited as the possible causes of poor academic performance in the county. However, parents’ socio-economic status is hardly mentioned. This study was therefore set to determine the influence of parental socio-economic status on students’ academic performance in secondary schools in Ohuzara LGA of Ebonyi State.

**Purpose of the Study**

The purpose of this study is to find out the influence of socio-economic status of parent in the academic performance of students in Ohuzara local Government area of Ebonyi state specifically, the study sought to;

1. To find out the employability of students’ parents in Ohuzara L.G.A of Ebonyi State.
2. To find out the educational attainment level of parents in Ohuzara L.G.A of Ebonyi State.
3. To determine the social status of parents in Ohuzara L.G.A of Eonyi State.

**Significance of the Study**

The study will be of significance to the parents, teachers, educational researchers and students because the information collected by the researcher will actually contribute to their general understanding of the influence of parental socio-economic status on students’ academic performance.

To the parent- the influence of academic performance lies squarely in their domain. This research would help to educate them on the importance of socioeconomic status on students’ academic performance in public secondary schools

The Ministry of Education and policy makers in education sector may also use the findings in this study to address the problem of poor academic performance in Enugu state.

To students – the study would be of immense importance to them. It would enable them realize that their poor performance might not necessarily be their fault alone, especially those from low income families. This would help them to be less dependent on their parents, reduce frustration and motivate them to become industrious in their studies by making use of the books and materials provided for them in the school library.

This study will also contribute to the body of knowledge in general by providing direction to future researchers who may wish to further their investigation on similar topic. Through this study, religious organizations and nongovernmental organizations will understand the influence of parents’ socio-economic status on students’ educational success and thus obtain appropriate knowledge on how best to contribute/participate in education sector.

**Scope of the Study**

The study is limited to senior secondary school student in Ohuzara Local Government Area of Ebonyi state. The context scope of this study is limited to finding the influence of parents’ socioeconomic status on students’ academic performance in secondary schools in Ebonyi state.

**Research Questions**

1. What is the employability of students’ parents of Ohuzara L G A of Ebonyi State?
2. What is the Educational attainment level of parents in Ohuzara L G A of Ebonyi state?
3. What is the Social Status of parents in Ohuzara L G A of Ebonyi state?

**CHAPTER TWO**

**REVIEW OF RELATED LITERATURE**

**Conceptual Framework**

This chapter focused on the review of related literature on the following subheadings:

**Conceptual Framework**

* Concept of Home Environment
* Factors that Influence the Child’s Learning
* Children’s Performance and Parental Social Status
* Impact of Family on Learning and Academic Performance
* Influence of Principals on Academic Performance of Students

**Theoretical Framework**

* Social Conflict Theory
* Good Parent Theory

**Empirical Studies**

* Parental Level of Education
* Parental Level of Income
* Parental Level of Occupation
* Family Size

**Summary of Review of Related Literature**

**Conceptual Framework**

**Concept of Home Environment**

The study of the influence of the home, on the education of secondary school children, has called for the knowledge of the opinion of other eminent people that concerned them with the education and welfare of the child. It is with this understanding that the researcher has devoted part of this chapter to a review of some related work on the education of secondary school children.

Hughes (2013) said that; in studying children we must never lose sight of the importance of environment. Not only the physical environment but also the social environments created by the parents round-about them. The quick subtle changes in the social-economic environment emphasize the need to make an estimate of the children ability or character, considering his environment and behavior in verity of circumstances. He appealed to parents to create time for the family. But he frowned at the situation where by parents refuse to make adequate adjustments. After all, the child relates more to the family then all those other institutions.

Parents should make materials and time allowance to the family, knowing full well that the children would be the leaders of tomorrow. The author showed that the child has two things to gain from education. There is, in the first place, the need for the acquisition of knowledge just to be free from ignorance which entails the understanding of the individual’s environment. The second aspect is the practical aspect of education that has to do with the practical application of the knowledge gained and the use of the skills for the betterment of the society.

According to Ebuoh (2011) who asserted that education make the people to be discontented with the social milieu. The Implication is that once the educated gets dissatisfied with the situation obtainable in his environment, the person would begin to think of way of enhancing the right pattern for the benefit of everybody.

According to Ezeh (2008), The children are taught how to behave in the society, to respect their parents, their elders and the habit of self-respect and the respect of other people’s right in the society and learn to live peacefully with people from divergent ethnic groups and multi religious backgrounds.

This is the mission which education plays as it main roles in the character formation in the children. This confirms the popular belief that education permits, and paves ground for the children to know their social, legal, economic and religious obligations. According to Ofoegbu (2006)” Education enhances self-preservations; the concept of self-preservation seems to entail the equipment of oneself against certain odds and uncertainties that may arise with the tone of event. Such event like business failure and hazards are easily handled when the individual has basic educational background.

**Factors that Influence the Child’s Learning**

Education is all about learning and learning as a continuous process cannot take place without certain and people who are very significant to the child’s existence. These people or individuals are the people that increase the child’s change in behaviour.

These people could also be classified as the agents of socialization among the various agents of socialization are: Family, Peer Group, Community, Religious Bodies, The School and the children’s Performance and Parental Social Status

Family:

The child’s immediate environment is brought to his/her knowledge by the family. The child begins to grow, seeing the parents and the other components of the society’s preventative. In the family, the child begins the informal aspect of education. The accepted societal values and norms are transmitted into the child with examples that child learns to follow. Thus, the learning of the language of the society and the attendance to the society’s call cannot emerge if the family cannot perform it duties. It is the family that introduced the child to school system. Thus, the family group or background affects the child’s education. In a situation where the child has the wherewithal needed for the achievement of educational requirements, that child would be better disposed to benefiting then from real formal education. A child’s focus should be channelled towards appropriate attitude towards education in the early period of the child’s education.

Another factor that leads to the learning abilities of the child is the influence of the peer group. A child does not attend the school is isolation. There are his age mates, play mates and school mates who have invaluable influence on the child’s dispositions. Thus, the family could impart certain values into the child and the child sticking to it for a very long time, only to lose those values in the school owing to the influence of peer group. In another dimension, peer group helps to make a child to learn better. In a group activity, the children are brought into the chance of learning from each other. This makes the individual child to learn from the ones who have better ideas of the concept at stake. This confirms the assertion of Bakkara (2002) who opined that no child learns in isolation without the help of others. These children understand better from their own colleagues than from the teacher who they may, from some weak reasons, be afraid to ask questions from. Thus losing what they ought to know.

Religious Bodies:

A religious organization in the society affects the children’s socialization processes through the inculcation of the right and needed habits into the child. This paves way for better performances of the learners in the school. A child that has the right moral background always has the disposition to learning as against the child who lacks the moral backing from the religious institutions.

School:

The school is the direct learning avenue for the formal education. In this case, there are the roles and factors that the school must employ in order to make the child to learn. A child’ comprehension depends on the management of the school and the school environment cum the teachers dispositions to teaching and method that he/she employs to drive home the points. The teacher is the implementation of the society’s curriculum. The contents of the curriculum should be known to the teacher who ought to know the methodological requirements for the imparting of knowledge.

Among the methodologies that a good teacher can use in teaching as enumerated by Ugwu (2013) are the following teaching methods,

a. Inductive Method

b. Deductive Method

d. Lecture Method

A good combination of the above mentioned gives flavour to the teaching and learning process. A teacher’s behavioural patterns influence the child more than any other thing. Children and even the mature students have the higher degree of comprehension when they like the teacher’s attitude. Thus, teachers who are caring and at times dispose good sense of setting achieve higher rate of comprehension than those that are autocratic in the way they handle the children and the way they present the lessons pedagogically to the learners.

**Children’s Performance and Parental Social Status**

Everybody seems to achieve the desired goals and the gains of self-actualization. This makes education the concern of all people of the world. This is in line with the view of Okeke (2010) asserted that,

Everything requires knowledge and skills. The new system of education will help the child to know exactly where he/she would help to make the person a specialist in that field where he/she is best fitted into.

This is achievable if the so-called individual can afford the payment of the school fees and other basic requirements of the school systems. The parents/guardian of the child will help to upgrade their child’s performance or if they are less privileged, they could help to pull the child’s performance down by failing to provide for the child. According to Ofoegbu(2010) “What I am is assessed by what people say I am or what one appears to represent”. Parental status entails that social position of the child’s parents with regards to whether they are poor, average in affluence, or very rich. This is measured by the achievement of the parents in their areas of existence like the economic, educational and religious impact they have created. Though they may not be clearly sure, people’s position is inferred by their physical outlook, and what they do for a living.

According to Okeke (2012) everybody wants his /her name to be respected. The place of honour given to him at every occasion both in families and public places. Thus in any fund raising activity everybody wants his/her name to be announced as well as the amount donated.

But in situation where the children have poor parental background, the reverse is always recorded as the outcome. Failure to be recognized in the society is the most direct betrayal of lack of self-esteem. Children from this class lack the basic facilities. Even where they have the higher cognitive ability, the fact remains that they may end up not showing their academic ingenuity hence the payment of the school fees and purchasing of the needed textbooks may not be possible.

**Impact of Family on Learning and Academic Performance**

The evidence produced so far has shown that the family and parental status provides the first learning opportunity for the child. Thus apart from the financial aspect of human social significance, the social stratum and educational level of the parents is very important for the academic progress of the children. Thus, the role of the parental position and level of wealthiest cannot be over emphasized. According to the Ibe (2003), from the preschool age the child had already begun learning from the older people from the family and seeing in them the gap which exist between the childhood and the realities of adulthood which I think that every child would consciously chose to work in order to grow very significantly.

**Influence of Principals on Academic Performance of Students**

The principle and head teachers are people responsible for running the school. They manger the affairs of the school and therefore influence to some degree the school environment, the status of the school with regard to structures, personnel’s and learning. They therefore have great influence on the school management and subsequently the school atmosphere.

Leadership of the principal or the head teacher determines to certain extent the social and psychological atmosphere of the school. If the principal is democratic in his leadership approach and involves all the efforts and potential of his staff, seeks their opinion in matters concerning them and respect and implement decision taken under general consensus , then, the atmosphere is expected to be healthy and free from tension. This could be furthered by constant search for the causative factors of the learning disabilities.

According to Okoh (2004) the teacher stands in between the gap between the child and the parents. This is because some of the behaviors which the child may not be able to expose at home are easily express in the school in the present of the other children at times report from other children could be a veritable source of information.

**Theoretical Framework**

**This comprises**

**• Social Conflict Theory**

**• Good Parent Theory**

The idea behind a theory is to clarify issues and to have guiding principles as well as direction for the explanation and interpretation of social phenomena (Otite and Ogionwo, 2006). This study was based on the following theories:

**Social Conflict Theory**: It states that society or an organization functions so that each individual participant and its groups struggle to maximize their benefits, which inevitably contributes to social change such as political changes and revolution (Randall, 1975). Marx (1884) proclaimed that the history of all existing societies is a history of class struggle. For example there is struggle between those in power or the rulers and the ruled, rich and poor, educated and uneducated, those who are economically powerful and the poor. The haves and the have-nots are seen as being in constant state of tension. In other words there is endless struggle between those without privileges who wish to acquire them and those with privileges who wish to get more or prevent others from taking what is available. The conflict theorists see education as a tool used by the ruling classes and the wealthy to perpetuate social inequality by controlling both access to education and the type or value of education.

Conflict theory manifests itself in Nigeria in relation to other counties where there are inadequate school facilities, shortage of teachers, poor infrastructure development like schools and roads, poor communication network among others in relation to other more developed counties like Nairobi County.

This could be one of the reasons as to why the county exhibits poor academic performance in relation to other more developed counties in the country. There may be also conflict between the teachers’ employer (TSC) and teachers in this rural hardship area in which teachers constantly seek to be transferred to more developed counties with favourable climatic conditions against the wish of their employer (Cobbold,2006).

**Good parent” theory** :Its propounded by Adams & Singh (1980) holds that low income hurts children not because poor families have less money to invest in their children, but because low income reduce parents’ ability to be “good parents”. There are two versions of the theory. The parental stress version and the role model version. The “parental stress” version which dominates psychology holds that poverty is stressful and that stress diminishes parents’ ability to be supportive, consistent and involved in their children education. Poor parenting, in turn hurts the social and emotional development of children, which limits their education and social opportunities. The role model version emphasized parents’ interactions with their children but it does not necessarily imply that poor patents are stressed. Instead, it usually holds that low income parents develop values, norms and behaviours that are “dysfunctional” for success in the dominant culture. In this case their children in turn adopt their parents’ dysfunctional behaviour; as a result, the children’s own chances of success decline.

The parental stress model, stressed that when parental income increases parental stress declines and parenting skills improve. In this case both the stress and the role model version of the theory are quite relevant to the study in the sense that the stressed version deals with psychology, that stressed parents lacks concentration as a result, their ability to think positively towards their children social and emotional development decline which will have a serious effect on their children educational outcome. On the other hand, the role model version also acknowledges the poor family background or parents with low income develop negative values and norms toward their children academic achievement.

**Empirical Studies**

The researcher tends to review some relevant works that were related to the area of this research work which is based on the Influence of socio economic status of parents on the academic performance of their children in Ohuzara local government of Ebonyi State.

i. Parental level of education

ii. Parental level of income

iii. Parental level of occupation

v. Family size

Parental level education: parental of education towards the education of their children has been seen to be more important variable in the family.

Douglas (2006) says. That parental interest is a motivating factor for success. It can be measured by the number of limes parents visit the school to discuss their children progress and supervise their academic work and guide them in their education. Student from high socio-economic status observe and handle a variety of things which broaden their knowledge, sense of understanding and perception which contributes to high academic performance.

Foster (2009) stated in his findings that there is a relationship between a child access to secondary school and the educational level of the parents. Further, he said that it is becoming clear that the more educated parents are, the more educated they want their children to be. The uneducated parents do not realized that the higher the educational level is completed the better the child’s chance of securing a lucrative job.

According to Margrave (2001) children from low income home to school with two-folder handicaps. Their innate intelligence is under developed in certain aspect that is important for success in present day educational system.

Their personality is so structured that they are likely do well at school and the low social class student have a very general notion of the future that is capable of pursuing long term goals.

Wedge and possess (2008) summarized the cumulative handicap of children who suffer from poverty and poor family. He noted that the medical history of these students were handing conductive to educational success compared with other students. Many children from low income home are sent home from school or deserted from certain activities because of lack of income to provide prescribed materials.

Parental level occupation

According to Hurlock (2011) the parent’s level of occupation is an important factor to a young child. Because it has direct impact on the child’s welfare. He said that, when a child is ashamed of his occupation either because of the level of works done or the type of clothes demanded by the work the child attitude towards his parents’ home and he will be adversely affected.

Family size

According to Douglas (2009) there is correlation between family size and measure in children academic performance in school. He said that the relationship between family size and measured intelligence is not the same for all social classes.

Wilkins (2013) illustrated the academic implication of the large sized family. He observed from his study that, as family get larger parents cannot give their children the same amount of individual attention cannot afford to provide them with the same money which will help them to make best possible use of their fees in school. Children of a large family learn verbal skill less effectively from their parents than the children’s from smaller family.

In a family that can severely afford enough food, shelter clothing and the basic needs of life pressure is exerted on the young ones to leave school early in order to secure employment and thereby help the family.

**Summary of Review of Related Literature**

This research work is proposed or intended to find out the effect of social economic status of parents on the academic performance of their children.

The researcher also talked about the economics of parents in their children’s academic and how it can promote the achievement of students in secondary school and how the parents income level influence their children’s education or academic performance.

However, since income level of parents can hinder the children’s academic performance the government should provide enlightenment program through school administrators. The enlightenment program should aim at educating of parents on the important of education and this step help in fostering health attitude towards the secondary education of students.

Knowledge of socio-economic status of the student enables the counsellor to trace of causes certain deviant behaviours and to seek remedies and also how social economic status of parents influence the academic performance of their children through school influence in low social economic status school, there are higher concentrations of less skilled they tend to have limited skills and fewer economic resources than high socio-economic status children which makes it different for children to grow in their reading ability. Because children of less class are more likely to have less qualified teachers.

The literature for this study also focused on two main headings: the conceptual framework and the theoretical framework.

Academic performance is the outcome education (i.e. what a learner is able to accomplish by execution of class work in the school.

The under – listed are some of the factors that can influence student’s academic performance: the socio – economic status of the parents, the educational level of parent, parent’s involvement in education, parent’s occupation and level of income.

Under theoretical framework social conflict theory emphasised that a society or an organisation functions so that each individual participant their groups struggle to maximize their benefits, which inevitably contributes to social change such as political changes and revolution.

Good parents theory emphasised that low income hurts children not because poor families have less money to invest in their children, but because low income reduce parents ability to be good parent.

**CHAPTER THREE**

**RESEARCH METHODOLOGY AND DESIGN RESEARCH DESIGN**

This chapter describes the procedures that was adopted in the product of the study under the following sub-heading: design of the study, area of study, population of study, sample and sampling technique, instrument for data collection, validation of the instrument, method of data collection, method of data analysis and decision rule.

**Design of the study**

The study adopted a descriptive survey design geared at finding out the Influence of parents’ socio economic status on students’ academic performance in secondary school in Ohuzara local government area of Ebonyi State.

The researcher therefore applied questionnaire to obtain necessary information.

**Area of the Study**

This research was conducted in (10) government secondary school in Ohuzara Local Government Area of Ebonyi State

**Population of the Study**

The population of this study was made up of ten (10) secondary schools in Ohuzara Local Government Area of Ebonyi State. The total population of the respondents was 2000. The sample for the population was put at 100. A simple random sampling technique was employed in choosing the population representing the study. This is to ensure that every element in the population has a non-zero chance of being selected.

**Sample Size and Sampling Techniques**

The sampling technique adopted in this study was a systematic random sampling. This method was employed in selecting (100) one hundred respondents. Primary data were gotten from the data collected.

**Instrument for Data Collection**

The instrument used to collect the data was structured questionnaire.

**Validation of Instrument**

The instrument was face validated by the project supervisor in the department of economics of the institute. Those not well structured were restructured, while those worthy of elimination were eliminated.

**Reliability of the Instrument**

The reliability of the instrument is the degree or extent to which the instrument is consistent with the retest measures. In this study the researcher used test and retest method to ensure reliability of the instrument

**Method of Data Collection**

The researcher selected ten (10) secondary schools in Ohuzara Local Government of Ebonyi state and briefs them (respondents) on how to complete the questionnaires. To these, the researcher gave one hundred (100) copies of questionnaires for distribution and a result of this, all the copies were returned.

**Method of Data Analysis**

The statistical analysis used in analysing those data was simple percentage (%) the percentages were calculated using formula percentage.

**CHAPTER FOUR**

**ANALYSIS OF DATA AND RESULTS**

The researcher presented and analyses the findings of the research study which was conducted in line with the research questions proposed in chapter one:

**ANALYSIS OF RESEARCH QUESTIONS**

**Research Question 1**

What is the employability of students’ parents in Ohuzara L G A of Ebonyi State.

**Questionnaire item 1:** Parents that are not employed tend to have limited ability in maximizing opportunities for their children.

**Table I**

|  |  |  |
| --- | --- | --- |
| **RESPONSE** | **FREQUENCY** | **PERCENTAGE** |
|  |  |  |
| SA | 25 | 25% |
| A | 30 | 30% |
| D | 26 | 26% |
| SD | 19 | 19% |
| TOTAL | 100 | 100 |
|  |  |  |

**Questionnaire II**: Wealthy parents provide private teachers for their children

**Table II**

|  |  |  |
| --- | --- | --- |
| **RESPONSE** | **FREQUENCY** | **PERCENTAGE** |
|  |  |  |
| SA | 67 | 67% |
| A | 20 | 20% |
| D | 8 | 8% |
| SD | 5 | 5% |
| **TOTAL** | **100** | **100** |
|  |  |  |

**Questionnaire III**: children from wealthy home receive the best education, and sshave the opportunities of attending school early in life and are provide with resources.

**Table III**

|  |  |  |
| --- | --- | --- |
| **RESPONSE** | **FREQUENCY** | **PERCENTAGE** |
| SA | 80 | 80% |
| A | 20 | 2% |
| D | - | - |
| SD | - | - |
| **TOTAL** | **100** | **100** |
|  |  |  |

**Research Question 2**

What is the Educational attainment level of parents in Ohuzara L G A of Ebonyi State.

**Questionnaire item I**: Parents that are illiterate pay low interest in their children’s academic performance.

**Table IV**

|  |  |  |
| --- | --- | --- |
| **RESPONSE** | **FREQUENCY** | **PERCENTAGE** |
| SA | 20 | 20% |
| A | 5 | 5% |
| D | 30 | 30% |
| SD | 45 | 45% |
| **TOTAL** | **100** | **100** |
|  |  |  |

Questionnaire II: Low educational level of parents affect their childrens performance in secondary school.

**Table V**

|  |  |  |
| --- | --- | --- |
| **RESPONSE** | **FREQUENCY** | **PERCENTAGE** |
|  |  |  |
| SA | 36 | 36% |
| A | 22 | 22% |
| D | 21 | 21% |
| SD | 21 | 21% |
| **TOTAL** | 100 | 100 |
|  |  |  |

**Questionnaire III:** Parents that are educated tends to give their children attention in their academic than parents who are not educated.

**Table VI**

|  |  |  |
| --- | --- | --- |
| **RESPONSE** | **FREQUENCY** | **PERCENTAGE** |
|  |  |  |
| SA | 43 | 43% |
| A | 27 | 27% |
| D | 17 | 17% |
| SD | 13 | 13% |
| **TOTAL** | 100 | 100 |
|  |  |  |

**Research Question 3**

What is the Social Status of parents in Ohuzara L G A of Ebonyi State.

**Questionnaire item I:** Children from poor family perform well in competition than children from rich family.

**Table VII**

|  |  |  |
| --- | --- | --- |
| **RESPONSE** | **FREQUENCY** | **PERCENTAGE** |
|  |  |  |
| SA | 55 | 55% |
| A | 25 | 25% |
| D | 8 | 8% |
| SD | 12 | 12% |
| **TOTAL** | 100 | 100% |
|  |  |  |

**Questionnaire II**: Children from wealthy home receives the best education than children from poor family.

**Table VIII**

|  |  |  |
| --- | --- | --- |
| **RESPONSE** | **FREQUENCY** | **PERCENTAGE** |
|  |  |  |
| SA | 13 | 13% |
| A | 10 | 10% |
| D | 23 | 23% |
| SD | 54 | 54% |
| **TOTAL** | 100 | 100% |
|  |  |  |

**Questionnaire** **III**: Parents with high income level buy their children’s result.

|  |  |  |
| --- | --- | --- |
| **RESPONSE** | **FREQUENCY** | **PERCENTAGE** |
|  |  |  |
| SA | 49 | 49% |
| A | 23 | 23% |
| D | 18 | 18% |
| SD | 10 | 10% |
| **TOTAL** | 100 | 100% |
|  |  |  |

**CHAPTER FIVE**

**DISCUSSIONS, IMPLICATION, RECOMMENDATIONS, CONCLUSION AND SUMMARY OF THE FINDING**

**Discussion of the Result**

From the responses on the research question one which asked to find the employability of students parents in Ohuara local Government Area of Ebonyi State. The researcher used questionnaire item 1-3 to answer the question, it is observed that children from parents with high socio-economic status tend to have a sound education. Because they have the opportunity and privilege. They have all it takes to achieve a better education in life. In table 1-III, 242 respondents strongly agreed and agreed to the questions while 58 respondents strongly disagreed and disagreed to the question.

Research question 2 asked, to what extent does the Educational attainment level of parents in Ohuzara influence the academic performance of their children. The researcher used questionnaire item 4-6 to answer the question. The researcher observed that children from less socio-economic status are far better in their performance in school when compared to children from high socio-economic status. Though they are not rich, but they tend to be more focused. In table IV-VI, 153 respondents strongly agree and agreed that children from less socio-economic status are better than their counterparts whereas 147 respondents strongly disagreed. From the research question three which asked how the Social Status of parent’s influences their children’s academic performance in school. The researcher used questionnaire item -7-9 to answer the question. It was observed that high income level of parents sometimes has negative influence on their children’s academic performance. In table VII-IX, 175 respondents agreed that high income level of parents sometime has negative influence on the children’s performance while 125 respondents disagreed.

**Conclusions**

From the discussions made so far, it is clearly shown that secondary school students in Ohuzara local government Area of Ebonyi State means that home is the socialization agency the child encounters after birth. The child naturally arrives into a home to a condition which he is absolute incapable of helpings himself. His immediate fate depends on the members of family for the survival of the child; providence has built into the parents an imminent affection for the offspring which motivates them to do, within the limits of their ability, whatever they think is best for the child.

**Implication of the Study**

Some educational implications could be inferred from this study based on the result of the data analysis, interpretation and discussion.

The study showed that the education of the child starts in the home by parents and then extends and continues in the larger society. As birth everyone possesses a set of aptitudes and qualities which must be developed and brought to fruition. For these natural endowments, they come into maturity. Several factors are pre-supposed not the least among these factors is the instruction (education received at home by parents). The study further implied that it is on the foundation laid by the home that the school and the society build up.

**Recommendations**

The researcher recommends a ministry of children affaires that will look into the welfare of children and their performance in academic. Furthermore, parents who are separated should for the sake of their children come together and train the children in a right manner. The recommended further studies will be on:

1. Home education problems and prospects

2. The place of parents on academic performance of child.

3. The influence of home in academic performance of the child in Ohuzara Local Government of Ebonyi State.

**Limitations of the Study**

In carrying out the study, the researcher encountered some problems. This affected the study. One of the limitations of this study was:

1. Finance: The cost of materials and transporting to the various schools were on the high side.

2. Reluctance of people to respond: The students were not interested in responding to the questionnaire as some of them even objected to collecting the questionnaire.

3. Time frame: The time allocated for the research was too short and made the work difficult and stressful.

Above all these the research was able to carry out the research within her limits.

**Suggestion for further research**

1. The impact of parents on the achievement of their children’s academic performance in school and in the society.

2. The role of the government towards the children of less social economic status in the society.

3. The roles of parents or family in the life of their children towards their future and school activities.

**Summary of the Findings**

From this, the researcher highlighted the objectives of the study which enables some contribution of authors on the topic to be revealed. In the chapter two, the methods used in carrying out the study were briefly stated. This enabled the researcher to collect the data that were analysed in chapter three. The result of the data analysis was discussed in chapter four. The result revealed the influence of socio economic status of parents on the academic performance of their children. Its courses and prevention especially in Ohuzara metropolis.

The research result revealed that secondary school students in Ohuzara have just little knowledge about socio economic status of their parents towards their academic. Although some said;

1. Home influence is very strong in the training of a child.

2. An academic environment facilitates a child’s education

3 School and teachers help to train and mould a child academic performance.

4. Parents engineers’ a child’s academic performance

5. The future career of the child is guided by the home

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**APPENDIX**

Department of Arts and Social Science Education

Godfrey Okoye University

Thinkers Corner, Enugu

July, 2018

Dear respondents,

**REQUEST TO TICK AGAINST THE ITEM IN THE RESEARCH QUESTIONNAIRE**

I am a final year student of the above named Institute carrying out a research on the influence of socio economic status of parents on the academic performance of their children among the secondary school students in Ohuzara Local Government Area of Ebonyi State.

Please assist me by completing the items on the questionnaire as demanded by it. All the information supplied will be used in confidence and solely for academic purpose and assure you that your response will be treated with utmost confidentiality.

Thanks for your cooperation.

Yours Faithfully,

**Ugama Chinecherem Precious**

**QUESTIONNAIRE**

**INSTRUMENTS**: please tick Good (√) in the space provided to indicate your chosen option and comment where necessary.

Section A Bio - Data

1. Gender (a) Male female

2. Local Government is ……………….

3. Town …………………….

4. Age bracket (a) 18-25 yrs (b) 26 – 35 yrs (c) 36-45 yrs

5. Marital status (a) single (b) married

6. Level of education qualification (a) no formal education

b) First school leaving certificate (c) SSCE/ WAEC

d) ND/NCE (c) HND/first degree Master’s degree

**SECTION B**

Questionnaire Items

SA – Strong agreed

A- Agreed

D – Disagreed

SD – Strongly disagreed

**Research Question 1**

What is the employability of students’ parents in Ohuzara L G A of Ebonyi State.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **DISTRIBUTION OF RESPONDENTS BY ITEMS** | **SA** | **A** | **D** | **SD** |
| 1 | Parents that are not employed tend to have limited ability in maximizing opportunity. |  |  |  |  |
| 2 | Wealthy parents provide private teachers fro their children. |  |  |  |  |
| 3. | Children from wealthy home receive the best education, and have the opportunities of attending school early in life and are provided with resource. |  |  |  |  |

**Research Question 2**

What is the Educational attainment level of parents in Ohuzara L G A of Ebonyi State.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **DISTRIBUTION OF RESPONDENTS** | **SA** | **A** | **D** | **SD** |
| 1 | Parents that are illiterate pay low interest in their children’s academic performance |  |  |  |  |
| 2 | Low education level of parents affect their children’s performance in secondary school. |  |  |  |  |
| 3 | Parents that are educated tends to give their children attention in their academic than parents who are not educated. |  |  |  |  |

**Research Question 3**

What is the Social Status of parents in Ohuzara L G A of Ebonyi State.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **DISTRIBUTION OF RESPONDENTS BY ITEMS** | **SA** | **A** | **D** | **SD** | **TOTAL** | **DECISOIN** |
| 1 | Children from poor family perform well in competition than children from rich family. |  |  |  |  |  |  |
| **2** | Children from wealthy home receive the best education than children from poor family. |  |  |  |  |  |  |
| **3** | Parents with high income level buy their children’s result. |  |  |  |  |  |  |