



IMPACT OF PARENTS' SOCIO-ECONOMIC FACTORS ON THE ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN ENUGU URBAN

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Abstract

The study examined the impact of parents' socio-economic factors on secondary school students' academic performance Enugu urban. The specific objectives includes: Determine whether parents educational status is responsible for high academic performance of secondary school students; Compare the academic attainment of senior secondary school students from high and low socio-economic status. Design survey method was used in the study. A population of 225 was used, comprising Queens College Enugu (65), Urban Girls Secondary school Enugu (40), New Layout Boys secondary School (40), Girls High school Uwani (50), Boys High School Uwani (30). The method for data collection was questionnaire. The tables were analyzed using percentages. The findings of the study revealed that, in spite of the fact that students from educated homes had a higher cumulative mean score and performed better; some illiterate parents do pay for their children extra moral classes; this simply means that some students from wealthy home are intelligent but majority from poor home are more serious and intelligent with their education. It is generally accepted that marital instability has a negative effect on the child's academic attainment and attitude to life. In conclusion, it is said that home is the bases for student academic performance in schools because charity they said begins at home. The study recommends that Parents should be actively involved in supervising student's academic work at home.

Keywords; Parents Educational Status, Marital Instability, Students' Academic Performance.

Introduction

Over a period of time, it has been observed that students exposed to the same lessons by the same teachers perform differently when they are evaluated (Adesehinwa, 2013). This shows that outside the school environment, other factors influence students' academic performance. Also differences in the academic performances of gifted and non-gifted children cannot be traced to school environment (Adesehinwa and Aremu, 2010). Hence, many other uncontrolled variables can be responsible for academic performance of students generally, secondary school students inclusive. Schiefelbaum and Simmons (2010) cited by Adell, (2012) consider family background the most important and most weighty factor in determining the academic performance attained by the student. Home is a place where pupils live with their parents or guardian and it is the place where they are groomed. It is a place where the pupils begin to learn the norms and values of the society in which they find themselves. The family is a social unit in any society and it is the source of early stimulation and experience in children (Collins, 2013). The home influences the child at the most earliest possible time of his life at a time when his mind is most receptive. It provides the first impression which may last through the whole life of the child. The child often sees the parents, siblings and things in their immediate environment to be most significant and they are capable of promoting or diminishing him in self-worth and academic performance (Ekanem, 2014).

The family, being a powerful influence on the child and its importance as a primary agent of socialization could in no doubt enhance or hinder the academic achievement of the child depending on the social climate in the family. Variance in psycho-social emotional fortification in the family background could be an indicator to high or low academic performance of students, bearing in mind the intervening effect of high and low socio-economic status and emotional stability of students which is a pre-requisite to academic achievement (Adebule, 2014).

The parents or guardian of the students are responsible for providing the right home environment that will facilitate effective learning for their wards. Furthermore, in pupil's home environment, some factors that influences their academic performances include: parental educational background, occupation, economic status, marital status and home location; family size and peer group.

The home environment means the family background of the students; this includes all the human and material resources present at the home that affects the student's education and living, such as the parent's level of education, their occupation, socio-economic status and

socializing facilities available in the house. Thus, the home is the basic institution for providing the child's primary socialization and laying the educational foundation for the child upon which the other agents of socialization are built. The education received by a child from parents and significant others at home is most likely to have a highly significant and dominant effects on the behaviors of the child later in life. What the child learns at home and how his/her family motivates him/her towards education contributes to the child's success or failure at school. Even though, environment also plays a very remarkable role in the life and educational success of every individual.

Wiseon (1992) in Ogunbo Yede (2012) suggested that family environments were much more important than school environment influencing adolescent aspiration. Beside, as most of these students come from home control by both the parents and the teacher, notwithstanding neither the teacher nor the parents could give account of some truant who leave home for school in the morning to come back in the evening without really touching the school premises. In school where there is population explosion, probably with insufficient tutorial staff to monitor activities of the students, the schools find it difficult to give proper account of the students. This being the case, character reformation among the students becomes difficult to come by. The contact between the parents, teachers and students makes a lot of impact in the academic performance of the students. So those who do not regularly attend lectures because of lack of proper monitoring by both the parents and teachers will perform woefully academically. Parents are thereby faced with the problems of enriching their home environment so as to establish a positive effect on the student's academic performance in schools. It is this home climate which socio-economic status, deliquesces facilities, marital status had effect on the educational achievement of the senior secondary school.

Furthermore, marital instability leads to poor academic performance, social problems that culminate into juvenile robbery, drug addicts etc. Thus the effects of marital instability cannot be ignored. For this reason, one has to ensure that a more channel of communication is created in the home so that our children will receive the best from the educational programmes.

Based on the above problems the researcher wants to find out the influence of home environment on the academic performance of secondary school students with particular reference to Secondary Schools in Enugu Urban.

Statement of the Problems

The background of the study indicates that home climate determines to a large extent the academic performance of senior secondary school students. The researcher will consider

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other factors that influence the academic performance of the students at home, such as: If the educational level of the parents influence the academic performance of the students?

Objectives of the Study

Specifically, the study focuses:

- (1) Determine whether parents' educational status is responsible for high academic performance of secondary school students.
- (2) Compare the academic attainment of senior secondary school students from high and low socio- economic status.

Literature Review

Parental Influence on Students

Oyenuga (2007) argued that good home background and conducive environment tends to promote students' academic performance. Ajila and Olutola (2007) viewed that the state of the home affects the individual since the parents are the first socializing agents in an individual life.

This according to Okonkwo (2010) is because the family background and concern of a child affect his reaction to life situations and his level of performance. Okonkwo (2010) also sees the home as having a great influence on the students' psychological, emotional, social and economic state. However, one could deduce that the home is a recognized psychosocial factor having a lot of influence in teaching and learning in secondary school.

Banky (1968) in Okechukwu (2014) found out that home environment is capable of handicapping a child in school, and in life. On the other hand, it may be a source of special advantage. Bloom (1964) in Okoye (1987) observed that the child's home environmental conditions are important in the formation of cognitive abilities. According to him, cognitive ability includes a child measure intelligence, his creativity, the manner, which he conducts, interpersonal relationship, his level of thinking and so on. Parental influence, assist greatly in the sound and desirable development, acquisition, and proficiency in learning, especially language and attitudes. Douglas (1962) noted that well educated parents are likely to provide both financial and material support to ensure their children's progress in life.

This is to say that children who are deprived, due to their parent's inability to provide school fees, learning material or other school requirements are often sent out of school. When this happen, they find it difficult to cope unless they are exceptionally brilliant. Jude (2000) opined that "the existence

of family did not happen by chance God in His loving concern right from the moment of creation, planned the family to enhance the status of human beings” The family as an entity thus, remains indispensable if human beings ‘are to know peace and happiness. Stanley (1999) the family we already know is a “Domestic church” the parents are there as a principal character formatters. Their role is strongly felt while the children are there with them at the early stages of their life. As they grow up, the children when well directed support themselves by what they read. The saying that charity begins at home points to the parents as the first character formator of a child. However, learning ability a child may display in the school starts from his home where his parents will be there to direct him or her properly.

Richard (1968) stated that the child’s learning is dependent, to some extent upon the kind of education the parents received. This adds the saying that education begets education. The socio-economically favored children are more likely to see their parents’ friends engaged in intellectual work as in the case of his son or daughter of a medical Doctor, Lawyers, Architectural, Engineers, Thus, middle class parents are often intellectual models for identification. That is, they do not only encourage intellectual goals for the child, but also value them in their own lives. They practice what they preach. Lower class parents on the other hand are less likely to engage in intellectual activities and consequently, may fail to provide a model for intellectuals. The occupational status of the parents also influences the learning of the child in the school. Eden (1979) reported that the occupational status of parents, parents’ attitude towards their children’s school and their expectations they have for their children are some of the factors of the social environment that may affect children. A child from a higher social background has an advantage over a child from a lower class, in that, there may be television sets, radio, pictures, printed materials, computer sets, and reading materials, all of which will help to prepare the child for learning comfortably in the school. More importantly, the upper class child eats a balanced diet and this helps to position his health state normally. Additionally, they have more knowledge, having themselves gone to school, to know what kind of experience to provide for their children.

In another way, motivation from the parents is another essential influence, on the child’s learning process. Every child needs motivation from his parents.

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Lawson (2011) observed that motivation is necessary in any course tended for the promotion and improvement of the child's academic aspiration and learning. The child performance in the school, his attitude towards the complex society, and life ambition, can be directly or indirectly affected by his parents. Parents have it as a responsibility to use their socio-economic, political, and religion-cultural disposition to assist their children learning process, in the school. The children have to be positively motivated. Rightful attitude, and valuable skills and respect, have to be inculcated into the child by his parents before he set out for school.

Educational Level of Parents and Its Influence on Students' Academic Performance

Parent's academic socialization is a term describing the way parents influence students' academic achievement by shaping students' skills, behaviors and attitudes towards school. Parent influence students through the environment and discourse parents have with their children. Academic socialization can be influenced by parents' socio-economic status. Highly educated parents tend to have more stimulating learning environments. Children's first few years of life are crucial to the development of language and social skills. School preparedness in these areas help students adjust to academic expectancies. Another very important enhancer of academic achievement is the presence of physical activity. Studies have shown that physical activity can increase neural activity in the brain. Exercise specifically increases executive brain functions such as attention span and working memory. The educational background of the parents can be expressed in their frequent use of English Language as a medium of communication in the home (John 1994). This will help in laying a good foundation for self-expression, confidence in speaking good English in the public and good understanding of basic English concepts in the school since English Language is used for communication in schools. Coon et al., (1993) found that parental Intelligence Quotient (IQ) influences child's achievement but both are linked mainly by School environment provided for the child. Schnabel and Schnabel (2002) also pointed out that parental educational levels are positively related to wages.

The Influence of Marital Instability

Okonkwo (1992) noted that child's personality develop in the continuous process of interaction with his family environment. So unstable family may lead to poor academic performance of the students. The family has often been regarded as the cornerstone of society. In pre-modern and modern societies alike it has been seen as the most basic unit of social organization and one which carries out vital tasks, such as socializing children

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(Haralambos, 2008). In viewing the family as a basic unit of social organization, Wilkins (1979) sees the family as the smallest and most personal of all social groups. She observed that the family is made up of a man and a woman and their children. This assumption only pertains to the western societies. Cressey (1999) argued that most definitions of the modern family are debatable. The modern family is defined as a group of people related by marriage, ancestry, or adoption who live together in a common household. Cressey asked, 'shouldn't two people who have lived together for ten or twenty years be considered a family even if they have never been officially married?' This assumption and others have flawed the definition of the modern family. Although some form of family is universal to all human societies, its structure and traditions vary enormously from one place to another. For example, some societies and culture permit only one husband and wife while others allow more.

Marital instability affects all round development of the students which include: social, educational, emotional, vocational and mental aspect of the student. It is well known fact that parents contributes a lot to overall development of the students. When there is instability in marriage, which lack parental care which is very essential to their growth hence leads to maladjustment in the students? Students who are in this condition are seen to be confused and standard in life. This often leads to involving them breaking the societal norms and values such as: stealing, drug addicts etc.

Methodology

The research design used in the study was descriptive survey method.

Area of the Study

The area of the study was all the secondary schools in Enugu Urban of Enugu State. The work was carried out to cover the five (5) selected secondary schools in Enugu Urban of Enugu State.

1. Queens College Enugu,
2. Urban Girls Secondary school Enugu,
3. New Layout Boys secondary School
4. Girls High school Uwani
5. Boys High School Uwani

Population of the Study

The population for the study was teachers and students in the above mentioned schools in Enugu Urban

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Sample and Sampling Technique(s)

The researcher used simple random sampling techniques in the selection of his subjects. Five secondary school were selected from Enugu Urban which comprises some schools in Enugu South and North Area of Enugu State. The researcher made use of 200 respondents from the five selected secondary schools.

Instrument for Data Collection

The main instrument used in the study was questionnaire. The questionnaire was well designed and supervised by my project supervisor.

Validation of the Instrument

The validation of the instrument was face validated. In the process, modifications and corrections were made, during which, some of the questions were described, while some were added. The researcher readjusted the instrument to reflect validator's comments.

Reliability of Instrument

To ensure the reliability of the research work, the researcher adopted the external consistency method "test and re-test." The test was conducted to the given sample of two different times and its result has a high coefficient of correlation. Its reliability was ascertained at 0.57;

Method of Data Collection

The instrument was personally distributed and collected after short-time interval. 225 copies of the questionnaire was distributed. The total number of 200 copies of questionnaire that was properly filled and returned was used by the researcher for the analysis

Method of Data Analysis

The researcher made use of frequency and simple percentage in the analysis of the data collected.

Analysis of Data and Results

Research Question 1

To what extent had the academic performance of secondary school students from educated been different from students from uneducated homes?

Table 1

Item	Responses	Respondents	%
Do you believe that parents' poor educational background affects academic performance of a student?	Agreed	190	95%
	Undecided	-	-
	Disagreed	10	5%
	Total	200	100%

From the data presented in table 3, a total number of 190 respondents representing 95% agreed with the item, none was undecided, while 10 respondents representing 5% disagreed with the item.

That simply means parents poor educational background can affects academics performance of their children negatively.

Table 2

Item	Responses	Respondents	%
Illiterate parents don't help their children to do their homework or access their academic performance in school, do you agree?	Agreed	170	85%
	Undecided	10	5%
	Disagreed	20	10%
	Total	200	100%

In the table 2, a total number of 170 respondents representing 85% agreed with the item, 10 respondents representing 5% were undecided while 20 respondents representing 10% disagreed.

This simply means that illiterate parents do shy away from their children homework and they found it difficult to access their academic performance in school.

However, in spite of the fact that students from educated homes had a higher cumulative mean score and performed better, some illiterate parents do pay for their children extra moral classes.

Research Question 2

To what extent had the academic performance of students from high socio-economic status been different from students from low socio-economic status?

Table 3

Item	Responses	Respondents	%
Students from a wealthy families always score higher marks than students from poor families, do you agree?	Agreed	90	45%
	Undecided	-	-
	Disagreed	110	55%
	Total	200	100%

In the table 3, a total number of 90 respondents representing 45% agreed with the item, none were undecided while 110 respondents representing 55% disagreed.

This simply means that economic situation of the country affects everyone; however, students from poor homes score higher than that of richer homes.

Table 4

Item	Responses	Respondents	%
Students from a poor family are more intelligent and serious with their education, do you agree?	Agreed	170	85%
	Undecided	-	-
	Disagreed	30	15%
	Total	200	100%

In the table 4, a total number of 170 respondents representing 85% agreed with the item, none were undecided while 30 respondents representing 15% disagreed.

This simply means that some students from wealthy home are intelligent but majority from poor home are more serious and intelligent with their education.

Discussion of Findings

The findings on table three revealed that the cumulative percentage from educated homes is 89% while students from uneducated homes is 11%. However, in spite of the fact that students from educated homes had a higher cumulative mean score and performed better, the gap between the two groups was broad. The above findings in confirm with bookok (1978) view who asserted that the attitude of parents towards the academic work is one of the home factors that affects the academic attainment of students. It also confirm with Coon et al., (1993) found that parental Intelligence Quotient (IQ) influences child's achievement but both are linked mainly by School environment provided for the child.

Majority of the respondent belong to the low socio-economic group and felt that finance and facilities pose a problem to them in the achievement of their academic goals while a lesser number maintained contrary. To support this fact, table 5 and 6 shows that the mean cumulative GPA of secondary school students from low socio-economic group in percentage is 55% and 45% for students from high socio-economic group. Leicher (1974); Dubey (1979) Cogner (1990) identified the socio-economic status of parents as a strong factor for the variation of the academic performance of students. Although the mean score was slightly different, the mean score indicated that both secondary school students from high and low socio-economic group fall within the same grade of pass.

Conclusion

It is said that home is the bases for students' academic performance in schools because charity they said begins at home. Noiseless and conducive atmosphere constitute good understanding after studies. Unstable and marital conflict is one or the most psychological problem student encounter at home and it always have a negative effect on the student academic performance. The education background of the parents has serious effect on the academic performance of student, positive to the students from literate parents while negative to the students from illiterate homes.

Recommendations

Based on the finding of this study the following recommendations were made:

1. The ministry of education should provide more fund, facilities and equipment's in secondary schools.
2. Enough textbooks, reading and writing materials should be provided to the students by the parents.
3. Parents should be actively involved in supervising student's academic work at home.
4. Teaching materials like charts, maps textbooks, and flannel boards should be provided in large quantity to all schools moreover.
5. Students should belong to study groups in the schools so that they can exchange ideas that will help them to excel in their academics

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