

**PARENTAL SOCIO-ECONOMIC STATUS AND
STUDENTS' ACADEMIC PERFORMANCE IN
ABA SOUTH LGA**

BY

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(NTI/PGDE/2018/4992)**

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APPROVAL PAGE

This project, "Parental Socio-economic Status and Students' Academic Performance in Aba South L.G.A" written by Emeregbam, Onyinyechi Gift. with Registration number (NTI/PGDE/2018/4992) has been read and approved as meeting the partial requirements for the award of the Degree of Postgraduate Diploma in Education (PGDE) of the National Open University of Nigeria, (NOUN).

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CERTIFICATION PAGE

This is to certify that the project "Parental Socio-economic Status and Students' Academic Performance in Aba South LGA" is the original work of Emeregbam, Onyinyechi Gift with registration number (NTI/PGDE/2018/4992. The student vouches that it has not been presented to any other University for the award of any other degree. The student bears the full responsibility of any errors that may be found in the work.

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DEDICATION

This study is dedicated to my lovely parents Mr. and Mrs. Owen Oji and to my twin sister Emeregbam, Chisom Precious for their encouragement which sustained me throughout this programme.

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The researcher's gratitude goes to Almighty God who by His grace this study was completed. The researcher is grateful to her project supervisor Dr. (Mrs.) Obike, C. N. who without her professional assistance, expertise, counseling and support this work would not have been completed. Equally the researcher appreciates her lecturers: Mr. Ekeke, O. G, Dr. Igbokwe, U. O., Mrs. Okoye, R. N. and Mrs. Ada Elezuo for their guidance and encouragement that helped me to properly the essence of teacher training.

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Abstract

This study was carried out to investigate the influence of parental socio-economic factors on the academic performance of secondary school students in Aba South L.G.A of Abia State. To conduct this research four research questions and four hypotheses were formulated. Literature were reviewed in areas relevant to the study including the theoretical framework which was based on the social stratification theory of Karl Marx; the conceptual framework, and empirical studies. The research design was a descriptive survey. The population of the study was 1,421 students out of which 400 were sampled for the study through random sampling technique. Instrument for data collection was a 20-item structured questionnaire titled "Parental socio-economic Status and Academic Performance Questionnaire" (PSESSAPQ). The instrument had a reliability coefficient of 0.89 calculated using the Crombach Alpha reliability coefficient method. Data were collected through personal hand delivery. Data analysis was done using mean (2.50) and the t-test conducted at 0.05 probability level. Findings were that parental socio-economic factors influence students' academic performance to a great extent. Parental socio-economic status determines parents' ability to choose good school, pay fees, and provide learning materials for their children. Educational implication of this study includes among others that parents should be actively involved in the education of their children, and not leave the duty of educating their children in the hands of teachers only their income or educational status notwithstanding. One limitation of the study was the use of sample for the study instead of the entire population. It was recommended that parents should endeavour to invest in their children financial odds notwithstanding, stay with their children and look into their school works.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

In every family, the development and performance of the child is very important. The future of the child and his relevance to the society he finds himself depend undoubtedly on the fundamental care and training he receives from home. Amato (2012) posited that the nature of parental socio-economic status and the nature of family from which a child belongs have a lot of influence on the general life pattern of the child. In our societies, whether developed or underdeveloped, the quality of children as well as their academic attainments go far to predicting the nature of family they come from, an anticipation of the family economic status and the maturity by which the family handles matters of interest and difficulties.

The child's primary initiatives and decision-making can be constrained by a range of alternatives factors, thereby influencing his ultimate choice in academics, future career and occupation. So, every child needs a home from where counseling, guidance and organized activities are generated from posterity. May be, this is one of the reasons why Amato (2012) stated that the decision of a child is so crucial but becomes so expedient for some help in the form of counseling to be extended to them at these times. This role can

most regularly be played by the family which includes the father, mother, sisters, brothers and other siblings.

Clark (2016) in his view opined that in the nuclear family system, a young man co-habits his wife; they live a separate life from their parents, share common traits and problems, and give birth to kids whom they must carter for without reservation, constraints or fear. In this association, the socio-economic statuses and child care practices of the parents have tremendous effects on the children academic performance. The process of children educational and children educational performance and attainment are therefore influenced by some parental factors like economic viability, social placement in the society, parental education, and parental career among others all of which constitute elements of socio-economic status of the family.

Addai, (2013) had argued that successful navigation of the complicated curriculum and activities of life by children is partly dependent on parental assistance. Ineffective or inadequate parental assistance to a child as may be caused by some parental socio-economic factors may lead a child to feel overwhelmed inadvertently to a dwindling capacity. As Donna (2004) stated, high aspirations of parents are associated with high aspirations in children;

and that this association accounts for a significant part of the association of parents and children in educational performance.

However, in a family with high socio-economic status where the father and the mother play their roles as expected, and where there is a genuine cooperation and congenial relationship among the members of the family, the children genuinely perform well in their academic engagements and general development. On the other hand in families with low socio-economic status where parents are not able to cope with providing for their children education the children academic performance will definitely be adversely affected. Academic performance of children in a family can only be positive if the parents functions in their roles for character formation of the kid as well as the maintenance of peaceful but normal conditions of the entire home as well as providing for the children education.

A number of researches have been carried out on related topics. For instance, Addai (2012) in his study of 150 children of less than 10 years of age explained that the mother in the home environment is irreplaceable as the educator of her children in the early years of life, during which a child's character is formed. Bestein (2010) investigated the relationship between family socio-economic status and students' academic performances. In the study he identified family income background, birth order, parenting style,

family type, and parental educational background as affecting the academic performance of students.

Low socio-economic status grievously affects parental involvement in a student's education. Parental involvement according to Ololube (2016); is defined as parental participation in the educational process and experience of their children. If there is little parental involvement in a child's education, there is also a greater possibility that the child will not be interested in his education. In other words, low socio-economic status is associated with low aspirations. This directly affects, whether or not a student will complete his course, leading to an increase in behavioural problems. Based on the above observations and the fact that all the research studies referenced in this study were carried out in foreign countries this researcher saw a gap in our knowledge of the influence of our homes and families on the educational performance of our children. Hence she has been motivated to carry out this study with the aim of ascertaining the influence of parental socio-economic status on the academic performance of secondary school students in Aba North LGA of Abia State.

1.2 Statement of the Problem

One of the fundamental problems of every family is to ensure proper upbringing of the children born into these families. Parents have their

expectations of what they want their children to be in future. In the same manner children have their personal ambitions and expectations of who they want to be in future.

In most cases, we find that these ambitions and expectations are not actualized as a result of some problems, particularly those arising from parental socio-economic background. Parental socio-economic statuses such as parents' educational background, family type, family income, birth order and such other related variables constitute problems to children proper upbringing.

A number of ambitious parents have failed to actualize the educational aims they have for their children as a result of poverty arising from poor economic background. Some parents who are financially buoyant but lack the will to grow and monitor their children academic pursuits have ended up having children who are not educationally actualized. Most children, as a result of family structure such as birth order and sex considerations have lost the opportunities of going to school.

The pains of such opportunity loses in education have devastating effects on the students involved and the future of their families. It is to investigate the influence family variables have on the academic performance of students that this research is being carried out. The problem of this study

put in question form is “To what extent can the problems of family variables to the improvement of students’ academic performance be solved?”

1.3 Scope of the Study

The area scope of the study was limited to Aba South L.G.A of Abia State while the content scope was limited to the influence of family socio-economic factors on the academic performance of secondary school students. The study investigated the influence of socio-economic factors as independent variable and academic performance as dependent variable. The sub-independent variables were, parental income, parental education, parental social status and parents occupation.

1.4 Purpose of the Study

This study is basically carried out to investigate the influence of family socio-economic factors on the academic performance of secondary school students in Aba South L.G.A of Abia State. However, the specific purposes of this research include investigating the:

- a. influence of parental income on the academic performance of students.
- b. influence of parental education on the academic performance of students.
- c. Influence of parental social status on the academic performance of students.

d. The influence of parental occupation on students' academic performance.

1.5 Significance of the Study

This study will have some significance which will be helpful to students, parents, teachers, educational administrators, guidance, counselor and curriculum planners.

Teachers will be exposed to the basic home problems that could viciously affect academic performance of child, as well as how to assist parents and students to overcome these problems.

If it is revealed that the educational status of parents has direct and positive influence on the education of the child, such great significance therefore, adds to the provision of information confirming that high educational aspirations of parents propel high aspirations in children, which also accounts for a significant part of the association of father-mother co-habitation. The issues unveiled in the course of this research will assist the students to understand that causes of poor academic performance are traceable to the family statuses. With the knowledge of these they will be motivated to seek means of helping themselves to obviate the impending obstacles to their educational attainments.

This research will also help curriculum planners and educational administrators to appreciate the importance of the family and parents in relation to academic development of children.

Awareness of parents and siblings to the essence of parental involvement and support to child education, and the impact of parental discord on academic motivation of the child will be enhanced from this research which will equip teachers in their bid to impart knowledge to student.

The final report of this research will help in enriching our school libraries as reference materials. Future researchers will also find it useful as reference materials to guide them in their researches.

1.6 Research Question

The following questions were posed for the purpose of this study.

- a. To what extent does parental income influence the academic performance of students?
- b. To what extent does parental education influence the academic performance of students?
- c. To what extent does parental social status influence academic performance of students?

- d. To what extent does parent's occupation influence the academic performance of students?

1.7 Hypotheses

The following hypotheses were formulated to help guide this study and were tested at 0.05 level of significance:

H₀₁: There is no significant difference between the mean rating scores of male and female students on the influence of parental income on the academic performance of students.

H₀₂: There is no significant different between the mean rating scores of male and female students on the influence of parental education on the academic performance of students.

H₀₃: There is no significant difference between the mean rating scores of rural and urban students on the influence of parental social status on the academic performance of students.

H₀₄: There is no significant difference between the mean rating scores of rural and urban students on the influence of parental occupation on the academic performance of students.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter dealt with the review of related literature. It is treated under the following headings: Theoretical Framework, Conceptual Framework and Review of Related Empirical Studies.

2.1 Theoretical Framework

One of the theories on which this study was based is the social stratification theory propounded by Karl Marx. This theory focused on the factors that caused the misery of the working class in Europe in the early 19th century. At the time of Marx, a few wealthy capitalists exploited a large number of impoverished working class, a practice that impoverished many of them and created different backgrounds and family structures. For Marx, ownership and control of the means of production was the primary factor that distinguished the different classes under the industrial capitalism (a system of which a country's trade and industry are controlled by private owners).

In Marxian terminology, a class consists of all the people who share a common relationship to the means of production. According to Marx, those that control the means of production (whether that means is factory, or slave or land) make up the dominant class. Slaves, peasants or the industrial

labourers are the subordinate class or proletariats (labourers). The relationship is unequal and exploitative because the dominant class takes unfair advantage of the subordinate class.

The basic question to ask is, "how does inequality occur in the first place?" He pointed out that workers produce surplus wealth. Workers transform raw materials into finished product which is greater than the cost of labour and raw materials. The workers however, do not enjoy the surplus of the means of production (factories, land or slaves). The Lords cease the surplus for their benefit only. In Marx view this behaviour is the essence of exploitation and the main reason for the conflict (disagreement) between the classes throughout the world. Marx would argue that in ideal economy the workers would keep the surplus they have created as they transform raw materials into finished goods.

The Marxian analysis of economic relationship in society suggests that the state of economy, the failure, success and advancement of the class structure influences the state and structure of the family. By extension those who command influence in the economic sector will always determine and formulate political ideologies and determine social practices including education (Agu, 1998).

When Marx formulated his theory capitalism was in its infancy and workers were at the mercy of their employers. Workers had no right of industrial action, minimum wages were paid, eight hours daily work was not operational, five days work week was not in vogue, medical benefits were unknown, vacations, and holidays, sick leave, casual leave and annual leave were also not provided. His analysis reminds us that these benefits came not from generous heart but from workers who forced concession from their employers. One can see that the conflict observed by Marx between those in the higher class and those in the lower class has gone a long way in affecting our educational systems particularly the performance of our children. The social stratification (arrangement of the society into strata) of the society exposes the teacher to two groups of students – those whose parents are highly placed (politicians, professors etc) who enjoy more resources and privileges than others. They have good profession, live in beautiful residential areas, well fed and provided with reading and writing materials. Students from such social class stand the chances of performing very well in their academics.

The other group of students comes from the lower class (farmers, labourers etc). They encounter many problems in schools which affects their educational achievement. Since majority of the children are found in homes

of this class, it then goes a long way in affecting the nation's education system.

Erickson's Theory of Psycho-social Success and Parenting Styles:

The impact of family dynamics on the psychosocial success of emerging adults is an analysis of the effect of the family environment on children and how that may affect them as adults overtime. Erickson's (1975) stage theory of psychosocial development provides an integrative framework for this study.

Erickson described eight developmental stages throughout the life span of every person. In his theory, as children age, they experience conflicts, each involving either a positive outcome or a negative outcome. The positive outcome is referred to as successful resolution while negative outcomes are referred to as unsuccessful resolution. Successful resolution confers on an individual some psychosocial strength such as the sense of initiative, identity, or if in the western world, a sense of autonomy that will serve him/her well later in life, in meeting societal expectations and experiencing well-being. If a stage is not resolved successfully, the failure to gain the psychosocial strength may impair future development and success. According to Erickson's theory, successful resolution of the adolescence conflict at the fifth stage,

which is identity versus confusion, must be achieved for a child to fare-well in life.

This theory relates to this study in that a child that experiences good parenting grows with the norms that promote and guide positive achievements begins that with attractive behaviour which varies in the meanings that they attach to their own or others as they place themselves on quantitatively different developmental paths (Molden & Dweck, 2006; Thompson, 2000). In other words, if an individual believes that his behaviour is the result of fate, and another believes his behaviour is the result of hard work, they will differ in their goal-setting and the amount of effort they extend toward achieving those goals. This could be regarded as locus of control.

A child that experience negative upbringings traceable to parenting adventures is bound to approach his goals for achievement either by fate or by hard work. School performance which goes with grading, school attendances, competition and commitment must be backed with effective monitoring, supervision and encouragement.

Steinberg & Colleagues (1989) correlated psychosocial studies with school achievement and with adolescents' psychosocial maturity. They found that the impact of authoritative parenting on school achievement was

mediated by whether adolescents developed a healthy family orientation and autonomy towards work. Lamborn (1991), found that adolescents from authoritative home reported significantly higher levels psychosocial success than adolescents from authoritarian, permissive or neglectful homes in terms of more positive self conceptualizations, greater well-being and fewer behavioural problems.

These theories suit this study in that they systematically described how the home affects the academic performance of students. The psycho-social and cognitive development of children are moderated, to a large extent by these theoretical conceptions of which class parents belong to and their parenting style which influences their children successes or failures in life.

2.2 Conceptual Framework

Socio-Economic Status

Socio-economic status is the position an individual or family occupies with reference to the prevailing standard of cultural possession, effective income, material well-being and level of participation in group activities of the community Nwachukwu (2009). Weber in Nwachukwu (2009) offered a multidimensional class model that incorporates three distinct entities as economic status (wealth) political status (power) and social status (prestige): To him wealth consists of income and assets (property). Power he defined as

the ability to see that one's will is acted upon and that powerful people are able to mobilize resources to achieve their goals. Despite resistance from other social variables, power, like wealth, is concentrated in the hands of few (Henslin, 1999). Prestige refers to the power to impose or influence. This correlates with charisma. Reputation he said is based on brilliance, achievement or on character.

This implies that those that are highly placed in the society and in a country's economy play important role in determining the level of education and performance of their children academically. This statement holds because high income earning enables parents to give their children highest educational advantage that money can buy. Nwachukwu (2009) stated unequivocally that the socio-economic status of parents, whether high or low, influences children education. He went further to say that high socio-economic class parents have the resources to provide all learning materials that their children need. With these learning materials provided, their children learning is positively influenced.

Nwanna-Nzewunwa (2001) carried out a research to investigate the influence of socio-economic status of parents on students' academic achievements. The result showed that the socio-economic status of parents has significant influence on students stressing that children of parents in high

socio-economic class are enrolled in better schools with well equipped libraries, scientific laboratories and audio-visual aids.

The home environment of high socio-economic status children contributes a lot to their academic performance. They listen to radio, watch television, read newspapers, browse on computers and have enough time to read with the house helps doing the domestic chores. Children from low socio-economic status often have little of all these as they spend most of their time hawking on the streets and helping their parents in the farms. Their home environments are usually not conducive for reading.

The National Policy on Education (FRN, 2004) listed the core subjects which will enable a student offer either arts or science subjects in higher institutions. These subjects include English language, Mathematics and Sciences. It has been observed that specialist teachers in these cross-cutting subjects are few in public secondary schools because of poor motivation like poor salaries, irregularity in payment of salaries, and other poor conditions of service. Such teachers are found in their large number in private schools that charge high fees that can only be afforded by those parents that are highly placed economically.

Farley (2005) reported that children from high socio-economic background that attend better schools possess all the skills involved in

teaching and learning (reading, writing, listening and speaking), while their counterparts in the low socio-economic class do not possess such skills; hence, their poor performance in both internal and external examinations.

Charon (1986) in Asiegbu (2010) went on to say that families with high socio-economic background usually have books and other educational materials around as part of the environment to which the growing children are exposed. He went further to stress that children of such families usually do well in academics.

Class also shapes values and norms while those values and norms in turn determine how people act in social settings like schools. This is true because children from high socio-economic background value professions like medicine, pharmacology, law, etc while those in the lower class choose to do teaching, trading, and farming. The highly placed children value independence more than the working class people, while working class people prefer conformity. Children from high socio-economic class also tend to display greater self-confidence which makes their teachers to accept them and appoint them as leaders.

Appelbaum and Chambliss (1997) added that the socio-economic background of students also affect dating and marriage. Children tend to seek out those who act, speak and have the same cultural value as them,

and that the upper class also arranges social events such that upper social class children only attend. This is true because the highly placed children are not found in the public schools; rather they are enrolled in private primary, secondary and tertiary institutions in the country. Most of the time when those from the low socio-economic class become aware of their peers who have many things to enjoy, they start to feel inferior and begin to lose confidence in themselves. They may even become psychologically depressed, a feeling that may affect their academic performance.

Home Type and Children Education

Typically an intact family is made up of husband, wife and children as the nuclear family. If by chances of death, divorce, separation or transfer on the basis of work done, the single parent family (where only one of the partners takes care of the entire family) results (Danielle, 2014). Everywhere in the world, single-parent homes are a major segment of all house-holds. Accordingly, it is a point of intense interests to educators our parents on how single-parent environment affects children learning.

Typically single parents have to manage far more tasks than the mothers or fathers in two parent household, simply because of practical limitations on division of labour. At least until children are old enough to take on household chores, all the house-keeping responsibilities fall on one parent

as well as wage earning and parenting. As a result, it is possible for single parents to have less time or energy to encourage their children learning by reading together, overseeing home work or planning educational entertaining, and fitness activities and outings for the family (Donna, 2004).

Apart from the direct influence of household structure on academic achievement and learning, a single family home environment may influence a child's behavioural performance at school which can indirectly affect learning and interest (David, 2004) in school.

Academic Performance

In every teaching and learning situation the teacher and the learner naturally expect feedback on the extent they have achieved the goals they set for themselves. In the academic circle this is referred to as academic achievement. Anrie, Howard & Mildred (1996) equated academic performance to academic achievement. In their own words academic achievement or (academic performance) is the outcome of education – the extent to which a student, teacher, or institution have achieved their educational goals. Academic performance is commonly measured by examination or continuous assessment but there is no general agreement on

how it is best tested or which aspect is most important-procedural knowledge such as skills, or declarative knowledge such as facts.

Individual differences in academic performance and achievement have been linked to a number of factors like intelligence, personality, family variable like parental income, parental occupation, as well as to peer group relationships and self-achievement motives (Von-Stumm, Hell, and Chamorro-Premuzic, 2011). Students with high mental ability as demonstrated by intelligence quotient (IQ) test and those who are high in conscientiousness (Linked to efforts and self achievement motivation) tend to achieve highly in academic settings. A recent meta-analysis suggested that mental curiosity (as measured by typical intellectual engagement) has an important influence on academic performance in addition to intelligence and conscientiousness (Von-Stumm et al 2011). Children semi-structured home learning environment transits into more structured learning environment when children start first grade. Early academic achievement enhances later academic achievements (Bossert, Doumen, & Boyse, 2011).

For Magunison (2007) parents' academic socialization is a term describing the way parents influence their students' academic performance by shaping their skills, behaviour, and attitude towards school. Parents influence students through the environment and discourse parents have with their

children. Academic socialization can be influenced by parents' socio-economic status, family structure (intact or single parenthood) and birth order. Highly educated parents tend to have more stimulating learning environment. Children 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 expectances.

Another very important enhancer of academic performance is the presence of physical activities. Studies have shown that physical activity can increase neural activity in the brain (Tomporowski, Catherine, Patricia and Jack, 2008). According to Tomporowski et al (2008) exercise specially increases executive brain function such as attention and working memory.

Parental Education:

Parents are the first teachers of their children. In the light of this, parental education influences students' academic performance. Ahmad (2013) suggested that children from families where parents have less education tends to perform systematically worse in school than pupils whose parents have more education. To him, educated parents provide intellectual, economical, psychological and emotional support to their children who in turn make them to be more comfortable and adjusted to their learning development, and this results in high academic performance.

Musarat (2013) in his research conducted on 250 students from University of Sargodha, Pakistan, found out that there is relationship between parental education and students G.P.A. To him, those students from educated parents have better G.P.A. than those from uneducated parents. He also pointed out that mother education has significant influence in students' GPAs. Students whose mothers are highly educated have scored high GPAs. Also Femi (2012) came up with the result that the mean scores of students from educated parents were high than scores of students from uneducated parents. Therefore, parental qualification has significance effects on students' academic performance.

Another study by Ahmad et al. (2013), stated that a parent with an educational background would be in good position to be second teachers to their child. And even to guide and counsel the child on the best way to perform well in education. And provide necessary materials needed by the child. This motive was also supported by Musgrave, (2000), he said that those children from educated parents always like to follow the footsteps of their families and by this, work actively in their studies. It also supported by Ekber (2013) in his research conducted on the 691 undergraduate senior students being trained at the University of Suleyman Damirel. He found out that a parent with high education provides a most conducive environment for

their children to study. Students from parents with higher education perform academically better than their peers from uneducated parents.

Parents' educational background continues to draw the attention of many researchers, educationist, parents and administrators for the role it plays in influencing students' academic performance. In the light of this, a study conducted by Suresh, (2012) on the impact of parents' socio-economic status and parental involvement at home for high achievement Indian students of Tamil school in Malaysia, indicated that students from parents with high educational qualification scores high test in this school. High educated parents dedicated a lot of time, energy, and money to help their children to perform well in academic activities. From the research finding, educated parents assist their children to do homework given to them by the school and even to prepare timetable for the children to follow in relation to their school works at home, and make sure they abide by it. They also provide more activities related to an academic development of their children to utilise the time available at home. In fact, by virtue of their educational background, they get involve fully in their children learning development. They also keep in touch with the school authority about the progress or otherwise of their children education. These advantages mentioned made possible for these children to perform academically well than their counterparts from

uneducated parents. The more supportive and conducive environment a child gets the more academic achievement would be attained.

Socio-Economic Status and Educational Outcomes

Much attention has been given to the relationship between socio-economic status and educational study when describing socio-economic status of a family. Well established and affluent homes with very high aspiration and supervisory qualities breed children with high performance in school. Rayburn (2004) proffered that students who live in properly-rich families have far more resources to back their achievements than those who live in properly-poor families. High funding is highly supported by the student's level of commitment, discipline and achievement in school (Ornstein, 2006). Social status and parental care of the family are reciprocal variables to a child's level of response to activities in school. These include being regular in attendance, measuring up with the contemporaries in academic performances and results and exerting discipline in line with the parental efforts and expectations. Luther (2002) opined that youths from highly buoyant families who set excessive high standards for themselves are likely to experience high disturbance and are academically and socially distressed.

Cheat behavior of elite high school students was studied by Taylor (2002) through semi-structured interview responses from students considered to be in the top 10% of the class. Students reported pressure from competition for class rank as the most common reason for cheating. While the school system perpetuates this competitive environment by placing emphasis on individual ability and class rank, majority of students also experienced parental pressure to succeed. Some even reported parents withholding affection when students' grades did not meet parental expectations.

Again, children who are brought up in poverty-stricken environments or families that are at greater risk of hunger, homelessness, sickness, physical and mental disabilities, violence, teen parenthood family stress and educational failure are likely to perform poorly at school (Applex and Zenk, 1996). Torne & Carpio (2005) stated that a combination of the environmental factors as well as family influences contribute to students' academic success. Poverty stricken children are never provided with the same tools and facilities as those from wealthy homes or parents. They are already behind those not living in similar conditions. They often rely on fate to meet up with certain demands. Grining (2007) suggested that the problem starts with the parents and their lack of education and understanding of the needs of children.

In Nigeria today, there is high level of dropout from schools just as there is high level of poverty. There are many factors that contribute to this high dropout rates. However, socio-economic status is one of the main factors. Christle (2007) explained that there is a strong relationship between socio-economic status and dropout rate with students from low-income families being 2-5 times more likely to drop out the more.

Low socio-economic status grievously affects parental involvement in a student's education. Parental involvement according to Jeynes (2007) is defined as parental participation in the educational processes and experiences in children. If there is little parental involvement in a child's education, there is serious likelihood that the student will not succeed. When a parent is not involved or is not interested in the child's education, there is also a greater possibility that the child will not be interested in his education. In other words, low socio-economic status is associated with low educational aspirations. This directly affects whether or not a student will complete his course, leading to an increase in behavioural problems.

Parental Income and Academic Performance

Parental income level has been known to exert tremendous influence on students' academic performance all over the world. Students from poor parents have been observed to have problems in paying their school fees

thus causing most of them to drop out of school (Grining, 2007). School dropout has been a big problem to governments because it leads to increase in illiteracy level in the society which in turn breeds miscreants of all sort in the society including armed robbers, kidnappers, and readily available youths to be used as political tugs and killer (Addai, 2013).

In Nigeria, free and compulsory Basic Education programme is put in place by government to make provision for the children of the poor parents to be educated, yet not all parents are able to buy school dresses and exercise books for their children as a result of their poor income level. Parental poverty reflects itself on students' absenteeism from school, irregular attendance to school and dropout from school all of which in truncated learning and subsequent poor academic performance (Jeynes, 2017). Government declaration of complete free and compulsory education with free books, fees and feeding might be the panacea to the education problem of children from poor parentage.

Parental Occupation and Academic Performance

Studies have shown that the ability of parents to educate their children by making necessary provisions for their schooling depends, to a large extent, on their income which in turn depends on their occupation (Mudassir & Abubakar, 2015; Ololube, 2016). Most parents are engaged in occupations

that yield little income as a result of their low education background or some other socio-cultural dispositions. Some petty traders like hawker, haberdashers, grocery, and day pay workers stand unending loop of poverty.

Not only that parental occupation influences income level and parents' ability to provide for their children education it also influences students' choice of career and subsequently choice of subjects offered in school certificate examinations. Parents who are engaged in prestigious or lucrative occupations according to Kristin (2014) always expect their children to take to the same occupation. This they try to force their children to do without considering academic abilities and capabilities of their children to be successful in academic related courses. Career choice is a big factor the choice of school subjects and success at school. Lawyers, Medical Doctors are the greatest victims of this wishful desire (Okenwa, 2008).

It has equally established that poverty resulting from parental low income and poor income yielding occupation has deprived many bright and intelligent students the opportunity of achieving their best at school. Ololube, (2015) noted that most student in their final years in secondary school, truncate their education to do menial jobs to be able to pay their examination and other fees thus resulting in gaps in their knowledge continuum. Also as a result of poor exposure to different occupational opportunities make wrong

choices of career. Parents who are in good occupations and are exposed to different careers are better poised to advise their children on career and school subject choices.

2.3 Review of Related Empirical Studies

This section reviewed Empirical Studies that are related to this study. The first that was reviewed was that of Okenwa (2008). Okenwa studied the influence of socio-economic status of parents on the academic performance of students in Aba North Local Government Area. The study was occasioned by the increasing failure of students in both internal and the external examinations. The high failure rate is observed mostly from students in public secondary schools.

The researcher stated and answered four research questions, and tested four hypotheses at 0.05 level of significance. Literature were reviewed in areas related to the study including the theoretical framework which was based on the social system theory of Getzel and Guba. The researcher further reviewed literature on family background, individual differences in academic performance, economic background of parents and community influence on academic performance.

The research design was a descriptive survey design. The population for the study was 480 all of which was used for the study, hence purposive

sampling technique was adopted. The data collection instrument was a 16 – item structured questionnaire with a reliability coefficient of 0.82. Data were collected through personal hand delivery. Data were analyzed using mean and the chi-square test conducted at 0.05 level of significance.

The findings of the study were that there is significant difference in academic performance between high and low socio-economic status children. Home background affects children academic performance was also one of the findings. One of the educational implications was that, left for the parents alone the performance of these public secondary school students will continue to be poor. Hence the researcher recommended that government at all levels should equip schools with good libraries and well trained teachers to help to improve the academic achievements of students in government owned schools where the failure rate appears to be highest).

Another empirical study that was reviewed was that of Asiegbu (2010). The researcher carried out the study on the Effects of Parental Socio-economic Status on Children's Academic Performance in Obingwa L.G.A. of Abia State. The study was embarked upon as a result of the observed poor performance of students in public secondary schools where it was assumed children of parents of low socio-economic status mostly attend. Four research questions and four hypotheses were stated and tested.

Literature for the study were reviewed on areas relevant to the study including the theoretical framework which was based on Karl Marx theory of social stratification. Further literature were reviewed on social stratification, socio-economic background, occupation of parents, factors that influence study habits and students' attitude to study and socio-economic status.

The research design was a descriptive survey design. The population for the study was 2,963 Junior Secondary School Students out of which 130 was randomly sampled and used for the study. Data for the study was collected using a 20-item structured questionnaire that had a reliability coefficient of 0.79. Data collection was by personal hand delivery. Data were analyzed using mean and students t-test conducted at 0.05 level of significance. The findings show that family socio-economic status affects students' academic performance. Specifically children from high socio-economic parents performed highly in academics than children from low socio-economic status. It was recommended that teachers should reduce the rate at which they embark on strike actions to help them cover their schemes of work. It was also recommended that government should adequately motivate teachers in the public secondary schools by paying them their salaries and allowances regularly.

2.4 **Summary of Review of Related Literature**

To carry out this study, series of literature related to this study were reviewed. The theoretical framework was based on the social stratification theory of Karl Marx. This theory separates families into classes depending on their possession of factors of production. Each family class status has different style of child rearing though there may be some commonalities among them. Similarly socio-economic background which is a fall out of socio-cultural ideologies has significantly featured on children academic achievement literature depending on parents' investment of resources on them. Home type plays a significant role in improving academic achievement of students though the rate at which this is done depends on the family type. Intact homes and single homes do not have equal influence on improving students' academic achievements. Literature reviewed asserted that the influence of both parents on the academic achievement of students is more on children from intact families than on students of a single parent who may have other activities keeping them busy with little time left to attend to the children. Of all the literature so far reviewed, none of them was carried out in Aba South to investigate the influence of family socio – economic status on students' academic performance. Hence this study is being carried out to fill this gap.

CHAPTER THREE

RESEACH METHODOLOGY

This chapter dealt with the research methods. These are series of approaches and activities to be carried out to collect data to answer the research questions and test the hypotheses stated. These include the research design, Area of the study, Population for the study, Sample and sampling techniques, Instrument for data collection, Validation of the instrument, reliability of the instrument, methods of data collection, and the methods of data analysis.

3.1 Research Design

The research design adopted in this study was a descriptive survey design. This design is deemed most appropriate for the study as it involves the assessment of the characteristics of the whole population through a chosen sample. It also allows the examination of the independent variable (parental socio – economic status) traceable to influence of the dependent variable (academic performance) without manipulating any variables.

3.2 Area of Study

This study was conducted in Aba South LGA of Abia State. The area is one of the nine Local Government Areas in Abia South Senatorial Zone. It is bounded at the North by Obingwa LGA, to the South by Ugwunagbor LGA,

and to East by Akwa Ibom State and West by Aba North LGA. It is mostly populated by the Ukwa/Ngwa Igbo speaking group of the state, though the dialect and culture vary considerably from one community to another.

The LGA is entirely urban. It is a very popular commercial town east of the Niger. The area also has some educational institutions apart from primary and secondary schools which include: Abia State University Teaching Hospital (ABSUTH), Abia State College of Health Technology, and one of the campuses of the National Open University of Nigeria (NOUN) under the administration of the National Teachers Institute (NTI). The major occupations of the inhabitants which have influenced the peoples' life-style and general behaviour pattern are trading and craftsmanship.

The typical Aba man, woman, children and youth are commercially-oriented and have very strong business acumen to make profit in every business venture even when they are not professional traders. Schools in this Zone are located in close juxtaposition with markets and other business concerns. Children attend school from their homes. They go to help their parents in their businesses after school. This affects students' concentration in their academic works.

3.3 Population of the Study

The population for this study consists of all the students in all the public secondary schools in Aba South LGA. The total student enrollment as at the present school year according to the State Education Management Board (SEMB) statistical report of (2018) was approximately 1,421. Table 1 below shows the distribution of the population for the study per school.

Table 1: Sex Distribution of Student Population used for the Study

S/N	Name of School	No of Males Students	No of Female Students	Total
1	Ndiegoro Girls' Secondary School 1	-	169	169
2	National High School	291	-	291
3	Umuagbai Secondary School	12	9	21
4	Ohabiam Girls' Secondary School	108	-	108
5	Girls Secondary Commercial School 1	-	208	208
6	Girls' Secondary Commercial School 11	404	-	404
7	Ndiegoro Girls' Secondary School 11	151	-	151
8	Etiti Ohazu Commercial Secondary School	-	4	4
9	Umuogele Mbanu Commercial Sec School	40	25	65
	Total	1006	415	1,421

SOURCE: SEMB Aba, Statistics Unit 20/08/2018

3.4 Sample and Sampling Techniques

The sample for the study was 400 students representing 28 percent of the entire population. The sample is made up of 283 females or 71 percent of the total sample and 117 males or 29 percent of the total sample. A simple random sampling technique involving proportion was used in selecting the sample for the study. This is known as multistage sampling technique.

Table 2: Sex Distribution of Sampled Students used for the Study

S/N	Name of School	No of Male Students	No of Female Students	Total
1	Ndiegoro Girls' Secondary School 1	-	48	48
2	National High School	82	-	82
3	Umuagbai Secondary School	3	3	6
4	Ohabiam Girls' Secondary School	30	-	30
5	Girls Secondary Commercial School 1	-	58	58
6	Girls' Secondary Commercial School 11	114	-	114
7	Ndiegoro Girls' Secondary School 11	43	-	43
8	Etiti Ohazu Commercial Secondary School	-	1	1
9	Umuogele Mbanu Commercial Sec School	11	7	18
	Total	283	117	400

3.5 Instrument for Data Collection

The instrument used for collecting the data for this study was a researcher-made structured questionnaire called "Parental Socio – economic Status and Students' Academic Performance Questionnaire (PSESSAPQ)".

The instrument consisted of two parts: (A and B). Part "A" was designed to elicit information on the demography of the respondents, highlighting personal background, name of school, type of school and sex. Section "B" of the instrument was the core items section. It contains four clusters according to the number of research questions posed. Each cluster contains five items. A four-point scale in line with Likert scale and having the response options of Very Great (VGE) 4 points, Great Extent (GE) 3 points, Little Extent (LE) 2 points No Extent (NE) 1 point was used in designing the instrument.

3.6 Validation of Instrument

The PSESSAPQ was validated by the researcher's supervisor. The instrument also passed through 2 other experts in the PGDE class of NTI in the College of Health Technology, Aba. Their suggestions and corrections were considered and incorporated into the making of the final instrument.

3.7 Reliability of Instrument

In determining the reliability of the Section B of the instrument, the Crombarch Alpha Method was used. The instrument was administered on 20 secondary school teachers in Aba North once and the resultant data used to calculate the reliability coefficient. The result yielded a high coefficient of 0.89. This high figure attested to the fact that the instrument was reliable and could be used for the study.

3.8 Methods of Data Collection

In order to effectively administer the instrument permission was obtained from the principals of the participating schools to permit their teachers to participate in the study. Having done this, the researcher then visited the various schools personally to administer the questionnaire. At the end of two weeks, the researcher went back to the schools to collect the completed questionnaire copies from the respondents. This ensured hundred percent return of the questionnaire.

3.9 Method of Data Analysis

Mean and standard deviation were used to answer research questions. The z-test statistic was used to test hypotheses 1, 2, 3, and 4. A norm of 2.50 (the mean of the 4-point rating scale) was used to decide on accepted and rejected responses. The results were put in tables.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

This chapter dealt with data presentation and analysis of results. The presentations and analyses were made separately for respective research questions and hypothesis.

4.1 Research Question One

To what extent does family income influence the academic performance of student?

Table 3: Results of Data Analyzed on the Influence of Family Income on Students Academic Performance

S/N	Influence of Family Type	VGE	GE	LE	NE	Total	\bar{X}	R/A	
1.	Students from poor homes do not perform well academically	400	600	140	30	1170	2.93	A	
2	Students whose parents do not regularly pay their school fees perform poorly in academics.	300	675	200	—	1175	2.94	A	
3.	Students whose parents do not buy their books when needed do not perform well in academics.	480	540	150	25	1195	2.99	A	
4.	Students whose parents do not feed properly do not perform well in academics.	800	300	100	50	1250	3.13	A	
5.	Students whose parents do not equip well for school do not perform well academically	200	300	300	100	900	2.25	R	
	CLUSTER MEAN							2.85	

Note: R = Rejected; A = Accepted.

Results of data analysis presented in table 3 show that the respondents

agreed to a great extent that family income has effects on students' academic performance. This was observed from the cluster mean which has a value of 2.85. From the table Students from poor homes do not perform well academically had mean 2.93 and was accepted. Students whose parents do not regularly pay their school fees perform poorly in academics had mean 2.94 and was accepted. Students whose parents do not buy their books when needed do not perform well in academics had mean 2.99 and was accepted. Students whose parents do not feed properly do not perform well in academics had mean 3.13 and was accepted. Students whose parents do not equip well for school do not perform well academically had mean 2.25 and was rejected.

4.2 Research Question Two

To what extent does parental education influence the academic performance of students?

Table 4: Results of Data Analyzed on the Influence of Parental Education on Students' Academic Performance

S/N	Influence of Family Type	VGE	GE	LE	NE	Total	\bar{X}	R/A	
6.	Students whose parents are educated do well in school.	360	600	200	10	170	2.93	A	
7.	Students whose parents do not look into their activities perform poorly in school.	380	570	200	15	1165	2.91	A	
8.	Students whose parents are university graduates perform well at school.	320	585	220	15	1140	2.85	A	
9.	Students whose parents are civil servants do well in academics.	372	570	184	21	1147	2.87	A	
10.	Parents educational level also influences students' academic performance	480	540	150	25	1195	2.79	A	
CLUSTER MEAN								2.91	

Results of data analysis presented in table 4 show that the respondents agreed to a great extent that parental education influences students' academic performance. This was observed from the cluster mean which had a value of 2.91. From the table Students whose parents are educated do well in school had mean 2.93 and was accepted. Students whose parents do not look into their activities perform poorly in school had mean 2.91 and was accepted. Students whose parents are university graduates perform well at school had mean 2.85 and was accepted. Students whose parents are civil servants do well in academics had mean 2.87 and was accepted. Parents educational level also influences students' academic performance had means 2.99 and was accepted.

4.3 Research Question Three

To what extent does parental social status influence academic performance of students?

Table 5: Results of Data Analyzed on the Influence of Social Status on the Academic Performance of Students.

S/N	Influence of Social Status	VGE	GE	LE	NE	Total	\bar{X}	R/A	
11.	Children whose parents are highly placed in the society do well academically.	360	525	200	50	1075	2.69	A	
12.	Children of less privileged people in the society do not perform well in school.	320	444	220	63	1046	2.62	A	
13.	All the children of big politicians perform well in academic	200	360	260	100	920	2.30	R	
14.	All the children of big politicians perform well in academic.	360	390	240	56	1046	2.62	A	
15.	Parental socio-economic condition plays a big part in students' school performance.	300	315	240	100	955	2.39	R	
	CLUSTER MEAN							2.52	

Results of data analysis presented in table 5 show that the respondent agreed to a great extent that parental socio-economic condition has influence on the academic performance of students. This was observed from the cluster mean which had a value of 2.52. From the table Children whose parents are highly placed in the society do well academically had mean 2.69 and was accepted. Children of less privileged people in the society do not perform well in school had mean 2.62 and was accepted. All the children of big politicians perform well in academic had mean 2.30 and was rejected. All the children of big politicians perform well in academic had mean 2.62 and

was accepted. Parental socio-economic condition plays a big part in students' school performance had mean 2.39 and was rejected.

4.4 Research Question Four

4) To what extent does the occupation of parents influence the academic performance of students?

Table 6: Results of Data Analyzed on the Influence of Parental Occupation on the Academic Performance of Students.

S/N	Influence of Economic Status	VGE	GE	LE	NE	Total	\bar{X}	R/A	
16.	Students whose parents are civil servants perform well at school	300	525	200	50	1075	2.69	A	
17.	Students whose parents are big business men perform well at school	300	585	220	15	1140	2.85	A	
18.	Students whose parents are always occupied perform well in academics.	320	585	220	15	1140	2.85	A	
19.	The occupation of most parents influence their children school performance	375	570	184	21	1147	2.87	A	
20.	The occupations of most parents keep them away from taking care of their children academic needs hence the children perform poorly in school.	800	300	100	50	1250	3.13	A	
	CLUSTER MEAN						2.91		

Results of data analysis presented in table 6 show that the respondents agreed to a great extent that the occupation of parents have effect on the academic performance of students. This was observed from the cluster mean which had a value of 2.91. From the table Students whose parents are civil servants perform well at school had mean 2.69 and was accepted. Students

whose parents are big business men perform well at school ad mean 2.85 and was accepted Students whose parents are always occupied perform well in academics had mean 2.85 and was accepted. The occupation of most parents influence their children school performance had mean 2.87 and was accepted. The occupations of most parents keep them away from taking care of their children academic needs, hence, the children perform poorly in school had mean 3.13 and was accepted.

4.5 Test of Hypotheses

Hypothesis One:

H₀₁: There is no significant difference between the mean rating scores of male and female students on the influence of parental income on the academic performance of students.

Table 7: Results of Hypothesis Test on the Influence of Parental Income on the Academic Performance of Students.

Sources	N	\bar{X}	SD	df	P	t _{cal}	t _{crit}	Decision
Males	117	2.68	0.12	398	<0.05	1.67	1.96	Do not reject H ₀
Females	283	2.66	0.13					

Results of hypothesis test presented in table 7 show that there is no significant difference between the mean scores of male and female students

on the influence of parental income on the academic performance of secondary school students. This was observed from the calculated t of 1.67 which is less than the critical t of 1.96. From the table the mean score of the 117 male students was 2.68 with a standard deviation of 0.12 while the mean score of the 283 female students was 2.66 with a standard deviation of 0.13. The degree of freedom was 398 while the probability level was 0.05. Since the calculated t of 1.67 was less than the critical t of 1.96 the null hypothesis was not rejected.

Hypothesis Two

H₀₂: There is no significant different between the mean rating scores of male and female students on the influence of parental education on the academic performance of students.

Table 8: Results of Hypothesis Test on the Influence of Parental Education on the Academic Performance of Students.

Sources	N	\bar{X}	SD	df	P	t_{cal}	t_{crit}	Decision
Males	117	2.91	0.18	398	<0.05	1.59	1.96	Do not reject H ₀
Females	283	2.94	0.15					

Results of hypothesis test presented in table 8 show that there is no significant difference between the mean rating scores of male and female

students on the influence of parental education on the academic performance of secondary school students. This was observed from the calculated t of 1.59 which is less than the critical t of 1.96. From the table the mean score of the 117 male students was 2.91 with a standard deviation of 0.18. The mean score of the 283 female students was 2.94 with a standard deviation of 0.15. The degree of freedom was 398 while the probability level was 0.05. Since the calculated t of 1.59 was less than the critical t of 1.96, the null hypothesis was not rejected.

Hypothesis Three

H₀₃: There is no significant difference between the mean rating scores of rural and urban students on the influence of parental social status on the academic performance of students.

Table 9: Results of Hypothesis Test on the Influence of Parental Social Status on the Academic Performance of Students.

Sources	N	\bar{X}	SD	df	P	t _{cal}	t _{crit}	Decision
Rural	117	2.91	0.14	398	<0.05	1.83	1.96	Do not reject H ₀
Urban	283	2.94	0.17					

Results of hypothesis test presented in table 9 show that there is no significant difference between the mean rating scores of rural and urban

students on the influence of parental social status on the academic performance of secondary students. This was observed from the calculated t of 1.83 which is less than the critical t of 1.96. The mean score of the 117 rural students was 2.91 with a standard deviation of 0.14 while the mean score of the 283 urban students was 2.94 with a standard deviation of 0.17. The degree of freedom was 398 while the probability level was 0.05. The calculated t was 1.83 while the critical t was 1.96. Since the calculated t was less than the critical t the null hypothesis was not rejected.

Hypothesis Four

H₀₄: There is no significant difference between the mean rating scores of rural and urban students on the influence of parental occupation on the academic performance of students.

Table 10: Results of Hypothesis Test on the Influence of Parental Occupation on the Academic Performance of Students.

Sources	N	\bar{X}	SD	df	P	t_{cal}	t_{crit}	Decision
Rural	117	2.88	0.13	398	<0.05	1.30	1.96	Do not reject H ₀
Urban	283	2.90	0.16					

Results of hypothesis test presented in table 10 show that there is no significant difference between the mean rating scores of rural and urban

secondary school students on the influence of parental occupation on the academic performance of students. This was observed from the calculated t of 1.30 which is less than the critical t of 1.96. From the table the mean score of the 117 rural students was 2.88 with a standard deviation of 0.13 while the mean score of the 283 urban students was 2.90 with a standard deviation of 0.16. The degree of freedom was 398 while the probability level was 0.05. Since the calculated t of 1.38 was less than the critical t of 1.96 the null hypothesis was not rejected.

4.6 Summary of Findings

The following are the findings of this study:

- 1) Parental income has influence on the academic performance of students to a great extent. Wealthy parents are perceived as being able to take better care of their children education while poor parents are perceived as trying with difficulties to make ends meet not to talk of catering for children educational needs.
- 2) Parental education influences the academic performance of students to a great extent. Students whose parents are highly educated are perceived as getting greater motivation to study than students whose parents are not so educated.

- 3) Parental social status influences the academic performance of students to a great extent. Parents who occupy the high echelon of the social stool always want their children to occupy their position and be even more popular than they are in future. In consequence, they tend to make extra efforts to see that their children get better education.
- 4) The occupation of parent influences the academic performance of students. The occupation of parents of parents enables them to counsel their children on career choice and, hence, school subjects and try to give their children all the educational supports they need to perform optimally at school.
- 5) There is no significant difference between the opinion of male and female students on:
 - a. The influence of parental income on students' academic performance.
 - b. The influence of parental education on the academic performance of students.
 - c. The influence of parental social status on the academic performance of students.
 - d. The influence of parental occupation on the academic performance of students.

CHAPTER FIVE

DISCUSSION OF RESULTS, RECOMMENDATIONS AND SUGGESTIONS

This chapter dealt with the discussion of the results of data presentation and analysis that was made in chapter four. The discussions were done separately for respective research questions and hypotheses. The following were also discussed: educational implications of the study, limitations of the study, recommendations, suggestions for further studies and summary of the entire study.

5.1 Discussion of Results

Research question one was asked to find out the influence of income on the academic performance of secondary school students. From the results of data analysis the respondents agreed to a great extent that parental income influences students' academic performance to a great extent. They agreed that students from wealthy homes perform well academically, students from poor parentage perform poorly academically; students from poor homes are always out helping their parents to make ends meet and are disturbed so they do not perform well in academics. On the other hand they agreed that students from wealthy families perform well academically. In fact, whether the home is absolutely poor or not so poor, the responses have made it clear

that students from such families do not perform well in academics given their circumstances..

Results of hypothesis test conducted in respect of this research question showed that the respondents unanimously agreed that parental income has effect on students' academic performance. This result was read from the value of the calculated t which was less than the critical t . Giving his support to this finding David (2004) said that apart from the direct influence of the household structure on academic achievement and learning, parental income may influence a child's behavioural performance at school which can directly affect learning and interest in school. Poverty of parents is definitely not good in supporting good academic performance.

Typically poor parents have to manage far more than the mother or father in wealthy household, simply because of practical limitations on income earning. At least until children are old enough to take on household chores, all the house hold keeping responsibilities and financing weigh dawn parent particularly those who are not wage earning parents; as a result, it is difficult for poor parents to have money to support and to encourage their children' learning by providing the necessary study materials for them (Donna, 2004).

Research question two on the other hand was asked to find out the extent parental education affect the academic performance of students.

From the responses analyzed the researcher observed that the respondents agreed that parental education affects students' performance significantly. This is because parental education influences the way they look into and supervise their children's learning. Children whose parents do not look into their school books do not perform very well academically. Children whose parents provide everything they need and defend everything they did as right do not perform well in academics. On the other hand, the respondents also agreed that children whose parents keep watchful eyes on and demand good reasons for any of their study behaviour perform well academically.

From the result of hypothesis tested, the researcher observed that there is no significant difference between the opinion of the male and female respondents on the influence of parental education on students' academic performance. This finding was read from the value of the calculated t which is less than the value of the critical t .

Parental education defines the level of educational attainment of parents which supports the work they do to earn a living and to care for their children. Parental education always has the first educational and career interest stimulating that exerts influence on students' career choice and hence, their study habit and subsequent academic performance. How a child

develops his/her psychology of the world of academics around him has tangential relationship with his/her parents' education (Spera, 2005).

Supporting this finding, Amato and Paul (2014) said that some associations that result from the different parental education include parental support, involvement, warmth, approval, constant monitoring and harsh punishment. They also concluded that some parental education which support practices such as parental support for children, monitoring and harsh punishment lead children into having higher school grades, less behaviour problems and better mental health. Addai (2013) had argued that the degree to which parental education is part of educational development is a matter of debate. That is, parental education contributes to educational development of children but the extent and degree of the contribution they make is not quantifiable. Addai (2013) gave Erickson's eight stage theory of psychosocial development as a good example. He said that parents must guide their children well through appropriate supports to be able to out-leave these stages of life to become balanced human persons.

Research question three sought to find out the influence of parental social status on the academic performance of students. From the results of data analysis made the respondents agreed to a great extent that parental social status influences students' academic performance to a great extent.

From table 5 the researcher observed that the respondents agreed that parental social status influences self esteem, locus of control, disposition in social gatherings and general psychological development students. Parental social status has an inductive and indirect influence on children social behaviour as most children behaviour reflect their parents' social positions in the society. They capped it up by saying that the social standing of most parents has made their children to be disrespectful to their teachers thus marring their social reputation in school.

Results of hypothesis test conducted in respect of this research question did not reject the null hypothesis. This means that the respondents were of unanimous opinion that parental social status influences students' academic performance.

Parental social status refers to the hierarchical standing of parents in the social ladder which influences the power and respect they wield in the society (Salmon and Daly, 1998). The argument about the academic performance of children from the same parentage is a precarious one. According to Boomsima et al (2008) people are intrigued into arguing about the academic performance of children in terms of parental social status because children born of the same parents, raised within the same social and

cultural environment and have the same genetic pools have different intellectual capabilities and behave differently too.

However, McGuirk and Pettijohn (2008) in a study revealed that children of parents with high social standing in society generally tend to perform better in academic achievements than children of parents of low social standing. Their reason being that students whose parents are of high social standing always fill protected in any actions they take.

Research question four sought to find out the extent parental occupation affects students' academic performance. From the results of data analysis presented in chapter four the researcher observed that the respondents agreed to a great extent that parental occupation affects students academic performance. From the table, the researcher saw that the respondents agreed that students from low income earning families perform poorly at school, students from wealthy families perform well at school; students from wealthy families receive extra lessons and hence perform well at school; students from poor families are mindful of their poor conditions and perform poorly at school. Finally, students from wealthy families have all the support they need at school and hence do well at school.

From the result of the hypothesis test conducted in relation to this research question the researcher observed that both the rural and the urban

school students gave a unanimous decision on the influence of parental occupation on students' academic performance. This was observed from the value of the calculated t which was smaller than the critical t .

The findings of this researcher are supported by the reports of Nwachukwu (2009). He stated unequivocally that the socio-economic status of parents, whether high or low as defined by their occupations, influences students' educations. Nwachukwu (2009) went further to say that parents in lucrative occupations have the resources to provide all learning materials their children need and can pay for their children to attend schools with highly qualified staff and properly equipped with teaching and learning materials.

In a similar manner Nwanna-Nzewunwa (2001) carried out a research to investigate the influence of parental occupation on students' academic performance. The result showed that parental occupation has significant influence on students' achievements stressing that children of parents in high money yielding jobs are enrolled in better schools with well equipped libraries, scientific laboratories and audio-visual aids.

The home environment of parents with good occupations contributes a lot to their children academic performance. They listen to radio, watch television, read news papers, browse on the computer and have enough time

to read with the house help doing the domestic chores. On the other hand children from low socio-economic status often have little of all these as they spend most of their time hawking on the streets and helping their parents in the farms. Their home environments are usually not conducive for reading. Hence, parental occupation influences students' academic performance.

Conclusion

Based on this study the following conclusions were drawn: Family Variables such as parental occupation, parental income status influence students' academic performance. As the gap in wealth between the rich and the poor in the society widens the children of the low income earners continue to lose the opportunity of getting equal educational opportunities with the children of the high income earners.

Some family variables have positive effects on students' academic performance while others have negative effects. For instance children from some wealthy families have been known to be spoilt with money that they ended up not performing well at school.

The degree and type of influence family socio-economic factors have on students depends on parents' application of these variables in the management of their homes. If a high socio-economic status parent uses

his/her wealth judiciously in educating his children the effect will be positive otherwise it will be negative.

The final effect of socio-economic variables depends on the students themselves. Some students have been known to skip the shackles of poverty to become great in academics through personal efforts while some students from wealthy families have equally been seen to drop out of school.

5.2 Educational Implications of the Study

This study has some far reaching educational implications. One of these is that if government does not do something to reduce the gap between the rich and the poor in the society then the educational inequalities between children of the rich and the poor will continue to widen. This will continue to retrogress rather than progress Nigeria.

The findings of this research remind the government the need to properly equip our schools both, primary, secondary and the tertiary institutions. This will help to provide for the children of the less privileged the information and communication gadgets and the educational aids which would have totally remained beyond their reach.

Reading through this research report a child of low socio-economic status can be motivated to work harder. This self motivation will help to

improve the educational performance of children of low socio-economic status.

5.3 Limitations of the Study

This study had some limitations. One of these limitations was the use of questionnaire only for data collection. It would have been most appropriate to use questionnaire and observation schedule for data collection, but the time constraint limited the researcher to the use of questionnaire only. However, the high reliability value of the questionnaire still made the data collected authentic enough to answer the research questions and test the hypotheses stated.

Another limitation of the study was the reluctance of the respondents to answer the questionnaire contents quickly. They delayed in their responses thus resulting in a delay in collection and analysis of the data. However, with patience, persistence and regular persuasion the researcher was able to get them to respond to the questionnaire.

Another limitation was shortage of funds for the research. The researcher experienced financial constraint when she was carrying out this study. This made the research report not to be published when it was expected to be published. It was the good will of friends and mentors that salvages the situation.

5.4 Recommendations

Based on this study, the researcher made the following recommendations. Government should try as much as possible to reduce the gap in wealth between the rich and the poor by providing more funds to better the lives of the grass-root people. This will help the less privileged to be able to provide the educational materials and support their children need for their education.

Government should try as much as possible to make education free for all children up to a certain age level. This will help the children of the less privileged to better themselves in education, at least up to this level.

Government should try to equip the primary, secondary and tertiary institutions with the current state of the art teaching and learning materials. This will help provide about equal access to educational aids/information to the less privileged children as the rich parents do for their children. Government should equally try to employ and staff our schools with qualified teachers. This will help to give better and quality education to the children in the public schools.

5.5 Suggestions for Further Studies

Based on this study the following suggestions were made for further studies.

- 1) Further studies should be carried out on how to improve the educational performance of children of low socio-economic class.
- 2) Further studies should be carried out on how parents should invest in their children's education to reduce the effects of low income on children's educational performance.

5.6 **Summary of the Entire Study**

This study was carried out to investigate the influence of parental socio-economic factors on the academic performance of the secondary school students in Aba South L.G.A of Abia State. This study was embarked upon based on the dichotomous choice of schools for children whereby the children of the rich attend private, well equipped and adequately staffed schools, while children of the less privileged attend poorly equipped and poorly staffed public schools.

To conduct this research four research questions based on four family socio-economic factors: parental income, Parental education, Parental social status and parental occupation were stated. From these, four research questions and four hypotheses were formulated.

Literature were reviewed in areas relevant to the study including the theoretical framework which was based on the social stratification theory of Karl Marx; the conceptual framework, and empirical studies. The research

design was a descriptive survey. The population of the study was 1,421 students out of which 400 were sampled for the study through random sampling technique. Instrument for data collection was a 20-item structured questionnaire titled "Parental socio-economic Status and Academic Performance Questionnaire" (PSESSPQ). The instrument had a reliability coefficient of 0.89 calculated using the Crombach Alpha reliability coefficient method. Data were collected through personal hand delivery. Data analysis was done using mean (2.50) and the t-test conducted at 0.05 probability level.

Findings were that parental socio-economic factors influence students' academic performance to a great extent. Parental socio-economic status determines parents' ability to choose good school, pay fees, and provide learning materials for their children. Parental socio-economic factors determines the degree of strictness, assertiveness, or demands parents impose on their children education. Parental socio-economic factors determine the degree to which parents have time to take care of domestic chores, their statutory work assignment or businesses and still have some time left to stay together with their children and look into their school work.

Educational implication of this study includes among others that parents should be actively involved in the education of their children, and not leave

the duty of educating their children in the hands of teachers only their income or educational status notwithstanding. One limitation of the study was the use of sample for the study instead of the entire population. However, the validity, high reliability of the data collection instrument and the degree of randomization and selection of the sample took care of any errors that may arise from this.

It was recommended that parents should endeavour to invest in their children financial odds notwithstanding, stay with their children and look into their school works. They should be liberal in handling children problems but not with carefree attitude.

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APPENDIX A: Data Collection Instrument

National Teachers Institute
Kaduna
College of Health Technology Centre
Aba
26th September, 2018

Influence of Family Socio-economic Factors on Students Academic Performance Questionnaire

Dear Respondent,

I am a postgraduate student of National Teachers Institute, Kaduna. I am carrying out a Study on the influence of parental socio-economic factors on students academic performance in Aba South L.G.A of Abia State. The study is being done for purely academic purposes.

In consequence, I am soliciting your assistance to respond to the enclosed questionnaire as objectively as you can. You are being assured that the responses you will make will not be used for any other purposes except those defined by the objectives of this study.

Emeregbam, Onyinyechi Gift

(Researcher)

Section A: Personal Data

Name of School:.....
 (Put a tick in any of the boxes below to indicate the options that apply to you)

1. **SEX:** Mal Female
LOCATION: Rural Urban

Kindly respond to the items below using the options Very Great Extent (VGE), Great Extent (GE), Little Extent (LE) and No Extent (NE).

Cluster A: Influence of Family Income

S/N	Items	VGE	GE	LE	NE
1.	Students from poor homes do not perform well academically				
2.	Students whose parents do not regularly pay their school fees perform poorly in academics.				
3.	Students whose parents do not buy their books when needed do not perform well in academics.				
4.	Students whose parents do not feed properly do not perform well in academics.				
5.	Students whose parents do not equip well for school do not perform well academically				

Cluster B: Influence of Parental Education

S/N	Items	VGE	GE	LE	NE
6.	Students whose parents are educated do well in school.				
7.	Students whose parents do not look into their activities perform poorly in school.				
8.	Students whose parents are university graduates perform well at school.				
9.	Students whose parents are civil servants do well in academics.				
10.	Parents educational level also influences students' academic performance				

Cluster C: Influence of Social Status

S/N	Influence of Social Status	VGE	GE	LE	NE
11.	Children whose parents are highly placed in the society do well academically.				
12.	Children of less privileged people in the society do not perform well in school.				
13.	All the children of big politicians perform well in academic				
14.	All the children of big politicians perform well in academic.				
15.	Parental socio-economic condition plays a big part in students' school performance.				

Cluster D: Influence of Parental Occupation.

S/N	Items	VGE	GE	LE	NE
16.	Students whose parents are civil servants perform well at school				
17.	Students whose parents are big business men perform well at school				
18.	Students whose parents are always occupied perform well in academics.				
19.	The occupation of most parents influence their children school performance				
20.	The occupations of most parents keep them away from taking care of their children academic needs hence the children perform poorly in school.				