

INFLUENCE OF SOCIO-ECONOMIC STATUS ON ACADEMIC ACHIEVEMENT OF SENIOR SECONDARY STUDENTS, IN NASSARAWA ZONAL EDUCATION AREA OF KANO STATE, NIGERIA

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ABSTRACT

The research investigated the influence of family socio-economic status on academic achievement of Senior Secondary School students in Nassarawa Zonal Education Area of Kano State, Nigeria. Three hundred and eighty two students were sampled from the total population of six thousand nine hundred and thirty five drawn from ten schools. Questionnaire was used as an instrument of data collection using stratified random sampling technique. The Pearson Product Moment Correlation Coefficient was applied to test the hypothesis. The research findings show that there is a significant relationship between the family socio economic status and academic achievement. Based on these findings, it was recommended that government should provide schools that will accommodate all the students irrespective of their family background and government should also provide a conducive school environment and more experimental curriculum that will compensate the detrimental effect of low socio economic status of some parents.

INTRODUCTION

Family is one of the most important social institution and agent of socialization charged with the responsibility for among other things determining one's attitude toward religion, intellectual training, character training, love for others and vocational training. (Jekayinfa & Oke, (2003). It is the family that lays the foundations of moral and spiritual development of the child, and also relate to the idea of right and wrong, good and bad. Family also play a major role in determining one's future career through socializing the young one into vacation or trade for self reliance, by exposing the child to either the vacation of the family or any desirable trade before the child becomes adult, (Jekayinfa & Oke, 2003). Family, being the initial contact where the child learn the concept of authority, good manner and respect for elders, it is also laid down or determine the intellectual development of the child through activities that develop language and number competence in the child, (Jekayinfa, & Oke, 2003) It is known that family inspires values which are more practical than theoretical; family's central role is the socializing or educating the child about the norms and social values of the society, that will qualify one to be a functional and acceptable member not to the immediate family but to the society at large.

Socialization differs from one family to another; each and every family has a way and manner in which they want to bring up their young ones. What is considered important in one family may not be necessarily relevant to another family. In essence, family socialization differs. Family has a greater role or influence on every individual's life, despite the influence of the peers and other agent of socialization. Factors influencing educational achievements are many and they can however be grouped into four, viz situational factors include attitude, interest and believe of the community, government policies, the type of school, its history, the curriculum and the resources available. Learner factors include the maturational and

readiness of the learner, his interest, intelligence and values, his hope and aspirations, his physical health condition and also his self concept. Among the teacher factors, are the teacher's education, training and experiences his/her attitude to the subject and his students, his interest, values and his personality. Bichi (1979) stated that family socio-economic status, which formed the subject of this study, includes housing condition, availability of reading materials and opportunities for intellectual development. Family factors, such as unsatisfactory housing condition may have a serious effect on educational achievement of a child. Families that are large in number, insufficient amenities, due to poor economic condition could distract the interest and attention of the learner, which may affect the whole process. Children from satisfactory family on the other hand, that has sufficient amenities like internet that provides intellectual stimulation. Education is a welcome addition, whereas on the other hand, children from unsatisfactory families or those lacking those materials or amenities go to school hoping to find the essential qualities lacking in their homes. Naturally the expectation of these two categories of learners differs. The socio-economic status of the family has its own consequences to educational achievement. Inability to pay regular school fees due to unfavourable economic situation force some parents to send their children to substandard schools or even withdraw them from the school.

Some parents move from one area to another due to the inability to pay rent, this may necessitate the transfer of their children from one school to another thereby interrupting the education of the children. Rumberger (1995) stated that, student's family socio economic background is widely recognized as the most significant important contributor to success in schools. Bichi and Gusson, (1979) cited in Fiord and Harris (1997), claimed that poverty contributes toward educational failure, not simply because poor children are "culturally disadvantaged" but because their health and nutritional status is inadequate to allow for the maximum mental development and for the realization of their educational potential. Evans, (2004) viewed that children from lower income family have less stable homes, greater exposure to environmental toxins and violence and so limited extra-familiar social support net-works. There is no doubt that parents in such settings would report lower educational expectations, less monitoring of children's school work and less overall supervision of social activities compared to students from high socio-economic families. Evans, (2004) repeatedly discovered that low socio-economic status children are less cognitively stimulated than high socio-economic status children, as a result of reaching less and experience less complex communications with parents.

Ford and Harris, (1997) also examined parental influence in African American students school achievement by focusing on specific socio-demographic factors, which socio-economic status of the family is one of them. They believed that children from high socio-economic status parents are better exposed to a learning environment at home because of provision and availability of extra learning facilities. This idea is supported by Beck and Tomes, (1979) when they asserted that it has become well recognized that children from high socio-economic status parents ensure their children future earning by providing them a favourable learning environment, better education. In contrast to this belief, children from low socio-economic status parents do not have access to extra learning facilities; hence the opportunity to get to the top of their educational ladder may not be very easy. Drummond and Stipek, (2004) while discussing their "low income parents" belief about their role in children's academic learning mentioned that a few of these parents indicated that their responsibilities were limited to meeting children's basic and social emotional needs, such as providing clothing, emotional support and socializing manners. So these parents' shortsightedness toward their responsibilities in the educational achievement of their children

and scarcity of fund to intensify such processes could be a challenge to their children's success. According to Boocock, (1972) cited in Aliyu, (1996) the most important predictor of educational attainment with the family is socio-economic status. The higher the socio-economic status of the children's family, the higher educational attainment will be realized. Research has shown the same pattern in America, Europe, Asia and Africa including Nigeria. The relationship of the socio economic status to educational attainment is always consistent, no matter, whether our measure of status is parental occupation, parental level of education, family structure or the combination of these, Socio-economic status remains the most important predictor even in the face of that significant variables. (Dubey, 1972, 1973,) as in (Aliyu 1996). Income of parents determines the extent to which children basic needs are provided. This is because children from high socio-economic status tend to get sufficient school facilities in terms of books, uniform and other learning facilities which children from the low socio-economic families cannot afford.

Where such resources and facilities are lacking it is inevitable that the learning of a child is seriously affected in terms of their educational process. The parents from low socio-economic status cannot afford to provide all these materials resources that are very important for educational advancement of their children in school. The denial of such resources to their children is born out of the necessity of their economic circumstances, not because they do not have similar inspiration like the parents who have these materials resources at their disposal (Blake, 1981) cited in (Aliyu, 1996). In summary, researches elsewhere have shown that the socio economic status of patents has significant influence on educational achievement of a child. To what extent does parents' socio-economic status influence educational achievement of Senior Secondary School students in Nassarawa Zonal Education area of Kano State Nigeria

Theoretical Frame Work

For the purpose of this research, the investment theory and good parent's theory are reviewed as theoretical framework for the situation. "Investment theory" Becker and Tomes (1979) in this theory the relationship between parents and children economic success is the result of biological and other endowments that parents pass on to their children, combined with what parents invest in their children. Endowment includes both genetic endowments such as a child's sex and race, as well as "cultural" endowments such as values parents place on their children education. Parents invest both time and money in their children's "human capital" especially by investing in their education, but also by purchasing health, good neighbours and other "input" that improve children future well-being. How much parents invest in their children is determined by their ability to finance investments (which is influenced by their income and access to capital) the return on investments in children may depend on children's biological endowments, so these may also influence their willingness to invest in their children.

According to Becker & Tomes (1979) if those children from [poor family background and those from the rich family have the same endowments and their parents have the same value and norms, the former are less likely than the later to succeed because the poor parents cannot afford to buy things that their children need such as food and medical care, and things that could help their children to get ahead, such as computers, music lessons and trips to interesting and educational places. Children whose basic materials need are not met have hard times acquiring the skills that help them succeed, and children whose parents cannot buy them the "extras" are at a competitive disadvantaged. The relevance to the investment theory

to the study is the fact that the theory deals with the fundamental issues on how family affects or influences the educational achievement of children such as genetic endowment which include sex and race, cultural endowment such as the value parent place on their children education. For instance, sex as one of the generic endowments, some families or societies attached educational attainment with sex they prefer to invest in boys' education than the girls. To them investing in girls education is merely a waste of resources, because eventually girls will get married to another family elsewhere. While on the other hand, some families invest more on girl's education with the belief that he who educates a girl educates the entire society. In this case, any of the two views may likely affect the educational achievement of the opposite sex. Sex as one of the genetic endowment has a direct influence on a child educational achievement. The researcher viewed cultural endowment, such as the value parents placed on their children, some parents even the few privileged parents do not look at education or investing in their children education as important. Some parents prefer to invest in their business activities that will yield them quick turnover at the expense of their children future well-being. Whereas some parents spend their last penny just to ensure that their children acquire the best education. This may also affect or has a direct influence on a child educational achievement.

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

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

Research Design

In this research, relationship between family influence and educational achievement of senior secondary schools (public and private) in Nassarawa Zonal educational area was established.

Population of the Study

The population of this study is made up of all public and private owned senior secondary schools in Nassarawa zone. There are 28 public senior secondary schools and 46 private owned senior secondary schools, bringing to a total of 74 senior secondary schools in

Nassarawa zone of Kano State. The population of students in both public and private senior secondary schools are 55, 189 and 17,311 respectively. Amounted to 72,500 as at July, 2008 provided by planning and statistic department Nassarawa zonal education office.

Sample Size

Klinsman (2006) produced a table determining sample size to be drawn from a particular population. Going by this table, three hundred and eighty two (382) students were selected for this study.

Table 1 Sample size based on schools

S/N	Public School	Name of Schools	Total Population	Sample size
1		Government College Kano	1,279	70
2		Government Secondary School Tarauni	1,187	66
3		Government Girls Secondary School	7,777	42
4		Dangana	521	29
5		Army Day Girls Secondary School Bukavu	2,109	116
		Government Secondary School Stadium		
1	Private Schools	Crescent International School Kano	299	16
2		Kano Model School	122	8
3		Tony Cheta College	434	23
4		First Grade Comprehensive School	110	7
5		Unity Comprehensive School	97	5
	Total		6,935	382

Source: Field Survey, 2007

Sampling Technique

The stratified random sampling technique was adopted to ensure fairness in representation in order to reduce sampling error. Each school under study was divided into three (3) classes (SS.1, SS.2, SS.3) because three classes constituted senior secondary school and students sampled randomly from each class.

Data Collection Instrument

A questionnaire was used in this study. The questionnaire was one, which contained structured closed ended questions based on the variable under study, and it has 3 sections – A, B and C. A covers the bio-data of the respondents, where section B directly touches the family background, section C deals with the academic performance of the respondents. The questionnaire was designed in a like format five types, in such a way that the respondents were to tick the alternatives they deemed correct. The questionnaire consists of twenty items covering both family socio-economic background and academic achievement of the respondents. The scoring procedure adopted was response counting. They were scored by counting the number of responses in which the respondents ticked. The alternatives given in the instrument SA, A, U, SD, D, were converted into numerical values 5, 4, 3, 2, and 1 respectively. The instrument has the advantage that the responses obtained can be converted into scores or quantitative data.

Validity and Reliability of Data Collection Instrument

The researcher subjected the instrument (questionnaire) for checking and scrutiny by some lecturers in and outside B.U.K. in order to determine the validity of the instruments and it was found to be valid. The final copy of the instrument was subjected to pilot study at Crescent International School and Government Girls Secondary School Dangana with only thirty eight students who were selected from the two schools in order to determine its reliability. But they did not form part of the actual sample of the study. Test retest was conducted and the two results were correlated showing positive relationship between family socio-economic background and educational achievement using Spearman Rank Order correlation coefficient, and the instrument was found to be reliable because the result got was 0.78

Data Collection Procedure

The questionnaires were administered to the selected sampled population with the help of the schools senior masters. The researcher left the questionnaire with the respondent and the senior master for complete one day before they were retrieved. However, the second term results of the respondents in five subjects were also collected from the exam offices of the ten schools under study.

Data Analysis Procedure

In this study descriptive statistics was used. The completed responses obtained from the questionnaire were coded using Pearson's Product Moment Correlation Coefficient to test the relationship between family socio-economic and academic achievement. The data below showed the mean, standard deviation and population of the sample under study in respect of the student's socio-economic status and their academic achievement.

Table - Socio-economic status and academic achievement

	Mean	Standard Deviation	N
Socio-economic Status	21.71	2.999	383
Academic Achievement	20.53	2.837	382

Sources: *Field Survey, (2007)*

The table above showed the students' academic achievement and socio-economic status of the subjects. The mean of socio-economic status was 21.71 while academic achievement has a mean of 20.53. The standard deviation of 2.999 and 2.837 were recorded respectively for all the subjects under study. The mean between two variables indicated closer relationship among socio-economic status and academic achievement of the students.

H₀₂ There is no significant relationship between socio-economic status and academic achievement of the students.

Table - Correlation Matrix of Socio economic status and student's academic achievement

	SES	AA
Socio-economic Status	1	
Academic Achievement	0.834	1

From the table above, socio-economic status of students significantly correlated with academic achievement at $r = 0.834$ (0.05). The null hypothesis which indicates no significant relationship was therefore rejected, while the alternate hypothesis which indicates significant difference was therefore accepted. The Pearson Product Moment Correlation Coefficient was used to analyze the data collected. Based on the data analysis in the investigation, the following was the major finding. Significant relationship was found between socio-economic status and academic achievement at $r = 0.834$

CONCLUSION

The outcome of this research work has led to the following conclusion from the analysis of the result; it is clearly found that there is a strong relationship between family socio-economic background and academic achievement of senior secondary school students of the area under study. The study also highlighted the implication of the family influence on academic achievement of students to educational planning and administrators, teachers, and so on. However, despite the strong relationship between family socio-economic and education achievement, sometimes there is an exceptional case where by those children with poor family background performed better academically than those from good family background.

RECOMMENDATIONS

The findings of the research work clearly have shown a positive relationship between family influence and academic achievement on senior secondary school students. The following recommendation were offered by the researcher aimed at solving or crushing the effect of family background on academic achievement of children can only be determined and inculcated into planning and administration if the education planners bear in mind the followings:

- 1) The locality and the family set up socio-economic status of parents in that locality before citing a school in that locality.
- 2) The type of school, they want to plan for, that is a school that will accommodate all the students, irrespective of the family background. How to make the children fit into the type of school they are planning for.
- 3) Provide a conducive school environment and more experimental curriculum that will compensate the detrimental effect of low socio-economic status of some parents.
- 4) Both parents of the rich and the poor students should contribute their own quarter or be fully involved in educating and disciplines their children by monitoring their school work, to ensure all the assignment given to they are done.

Finally, it is important to emphasize that the task of educating children could not be left in the hand of their individual parents alone, but government, philanthropists, non-government organizations must jointly put hand together financially and other wise to bridge the difference between the two classes.

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