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INFLUENCE OF FAMILY SOCIOECONOMIC STATUS ON THE ACADEMIC PERFORMANCE OF STUDENTS IN SOBA LOCAL GOVERNMENT AREA OF KADUNA STATE

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Abstract

The paper examined the influence of family socioeconomic status on the academic performance of students in Soba Local Government Area. The study adopted a descriptive survey design. The population for this study comprised all public and private school students in Soba Local Government Area. A simple random sampling technique of method was used to select secondary schools in Soba Local Government Area. The researcher wrote the names of the schools in a different sheet of paper and folded it for someone to pick four (4) schools that were used for this study. The purposive sampling technique was used to select fifty (50) students from each school selected with the total of two hundred (200) secondary school students serving as the respondents for the study. A correlation coefficient of 0.61 was obtained and thus shows that the instrument is reliable for the study. Data collected were analysed using percentages and frequency count and the hypotheses were tested using the chi-square statistical method. The result of the findings revealed that the socioeconomic status of the family has a significant influence on the academic performance of students and single parent has a significant influence on the academic performance of students in Soba Local Government Area of Kaduna State. It was concluded that the socio-economic status of parents, as well as single parent's influence on academic performance of students in Soba local Government Area, cannot be over-emphasized. In light of the results of this study, the recommendation was made that parents should work harder to increase their income level. This will have a positive effect on the academic performance of students. It was also recommended that single parents that are promiscuous or humanizers should repent and create more time to look into the academic performance of the children in school.

Keywords: family, socio-economic Status, single parenting and academic performance

Introduction

All stakeholders in Nigeria education system (parents, guardians, teachers, counsellors) are so much concerned about students' achievements and academic standards. This is probably because success in education is highly prime to the development of a nation. This includes scientific and technological development, socio-economic and political advancement and life success. The current poor performance of secondary school students in the Senior School Certificate Examination (SSCE) conducted by the West African Examination Council (WAEC) and National Examination Council (NECO) in Nigeria is disturbing and embarrassing. For instance, the results released by WAEC in 2010 revealed that about 80% of the candidates that sat for the examination failed because they did not have credit passes in five subjects including English Language and Mathematics. Similarly, about 98% of candidates that sat for Nov/Dec 2009 failed the Senior Secondary School Certificate Examination (SSCE) of the National Examination Council as they did not have credits in five subjects including English and Mathematics (Falola, 2010).

Socio-economic status is an economic and sociological combined total measure of a person's work experience and an individual's or family's economic and social position relative to others, based on income and education, and occupation (Marnot, 2004) indicated. When analyzing a family's social-economic status, the household income, earners' education and occupation are examined, as well as combined income with an individual when their attributes are assessed. Lareau (2013) observed that Socioeconomic status is typically broken into three categories, high, middle, and low to describe the three areas a family or an individual may fall into when placing a family or individual into one of these categories any or all of the three variables income, education, and occupation can be assessed. Additionally, low income and little education have shown to be strong predictors of a range of physical and mental health problems due to environmental conditions may be the entire cause of that person's social predicament, to begin with.

According to Asikhia (2010), a single parent faces doubled responsibilities requiring time, attention and money of the parent- Hence, less attention is paid to the education of the child and thus, this goes a long way in affecting the concentration of the child to lessons in school and therefore the academic performance of such child will diminish gradually. Teachers commonly describe children from single parents as more hostile, aggressive, anxious, fearful, hyperactive and distractible than children from intact families (Asikhia, 2010). The same thing occurs when the mother is absent and the father is not privileged enough (Christensen, 2001).

Hill, Castelino, Lansford, Nowlin, Doage, Bates, Pettit (2004) opined that socio-economic status of parents has some influence on the academic performance of children. Children from families with low socio-economic status are at a greater risk of hunger, homeless, sickness, physical and mental disabilities, violence, teen parenthood, family stress and educational failure. Student from low socio-economic background that encounters these environmental factors is four times more likely to have learning disabilities than students from the high socio-economic background while a combination of these environmental factors accelerates academic success. A student, who has not eaten for days and has clothes that do not fit, cannot maintain focus in a classroom. Anene (2005) argues that students from high social-economic status compared to students from low social economic status families that students coming from low socio-economic backgrounds are not provide the same tools as the students from wealthy families, they are entering schools already behind those not living in similar conditions. Similarly, it is believed that factors such as malnutrition lack of motivation in homes, spousal violence, and single parents as well as the impoverished home environment affect the development of intellectual ability negatively (Mario, 2006). This means that students from low socio-economic backgrounds tend to be below or just an average in their intellectual development particularly when this phenomenon is accessed in terms of scores or tests. American Psychological Association APA (2001), described the influence of family socioeconomic status on children readiness for school, across all socio-economic

groups; parents face major challenges when it comes to providing optimal care and education for their children. For families in poverty, these challenges can be formidable. Sometimes, when necessities are lacking, parents must place top priority on housing, food, clothing, and health care. Educational toys, games, and books may appear to be luxurious, and parents may not have the time, energy, or knowledge to find innovative and less expensive ways to foster young children's development.

The researchers observed that family issue is a general phenomenon which is tagged as one of the major causes of poor performance of students in their academic pursuit. It is not an understatement to say that virtually all homes irrespective of their race. Many naturally gifted students find it difficult to exhibit their potentials due to unpleasant issues in their homes. Some of the contending family issues affecting the academic of students this study will look into are socio-economic of the parents, environmental factor, family type and mothers' influence.

The family has been recognized as having a lot of influence on the academic performance of students (Nzewuawah, 2015; Ajila & Olutola, 2007). Other aspects of the parental environment such as the structure of the family have been grossly neglected. Yet, Ichado (2008) stated that parent's constant disagreement affects children emotionally and this could lead to poor academic performance in school. The family lays the psychosocial, moral and spiritual foundations in the overall development of the child. While the mother's significant role in this cannot be over-emphasized. Studies on father-child influence suggest that the presence of a father in the home influences significantly the development of a child (Agulanna, 2009), which means students from a broken or single homes may experience set back in their academics.

Structurally, a family is either broken or intact. A broken family in this context is not structurally intact for various reasons; death of a parent, divorce, separation, dissertation and illegitimacy in which case, the family was never completed (Chukwudi, 2013). This analysis becomes necessary because life in a single-parent family can be stressful for both the child and the parent. It is against this general background that this study was conceived to investigate the likely family issues that affect students' academic performance in Soba Local Government.

Purpose of the Study

1. To find out if the family socioeconomic status will influence the students' academic performance in Soba Local Government Area.
2. To investigate if single parents will influence the students' academic performance in Soba Local Government Area.

Hypotheses

H_{01}: There is no significant influence between the socio-economic status of the family on students' academic performance in Soba Local Government

H_{02}: There is no significant influence of single parents on academic performance in Soba Local Government.

Material and Methods

The research design used for collecting and gathering data for this research was descriptive research of survey type. This method was adopted to carry out the research study as it requires the researcher to use information collected from the sample respondents to generalize on the population. The population of the study comprised of all students in Soba Local Government Area and it was limited to the assessable population of public and private senior secondary schools in selected Local Governments in Soba Local Government Area.

The sample is a proportion of the population that shares all the general characteristics of the population (William, 2006). A simple random technique method was used to select four (4) public and private secondary schools in Soba Local Government Area which were. The purposive sampling

technique was used to select twenty-five (25) students from each school selected which total to two hundred (200) secondary school students serving as the respondents for the study.

A well-structured questionnaire prepared by the researchers was used in collecting data for this research, the questionnaire was a closed-ended type, it comprises sections A and B, section A comprises of demographic information of the respondents while section B contains the items that asked for the opinion of the respondents on the subject matter, this gives them a restricted response on a four Likert format scale type of (SA- strongly agree, A- agree, D- disagree, SD – strongly disagree).

The questionnaire was administered personally to respondents to minimize errors in the completion of the questionnaire difficult items was explained by the researcher to the respondents. Ethical consideration for the professional integrity of the researcher was carried out using an ethical consent form. The researcher was committed to the unbiased and objective pursuit of knowledge; the researcher considered careful observation of the respondents on the consequence of behaviour while carrying out the research. The right and dignity of participants and privacy were considered. The researcher sought for all the informed consent of all those who participated in the study. The researcher made it clear to respondents that, they are free to decide on whatever information they wish to share with the researcher and that they are under no pressure or obligation to discuss the matter that they do not wish to discuss. Then, with the help of three trained research assistants, the instrument was administered to the respondents and on the spot, collection was done where possible. Where on the spot collection is not possible, the research assistants made a follow-up of the collection to avoid loss and one hundred Percent return.

The data collected was analyzed with the use of descriptive statistics of frequency count and simple percentage for the demographic information of the respondents while the hypotheses formulated for the research was analyzed using inferential statistics of chi-square (x^2) at 0.05 alpha level

Results and Discussion

Test of Hypotheses

Hypothesis One

H_{01}: There is no significant influence of socio-economic status of the family on students' academic performance in the Soba Local Government Area.

Table 1: Chi-square (x^2) summary of showing the influence of socio-economic status of the family on students' academic performance in the Soba Local Government Area.

S/N	Items	SA	A	D	SD	Total	X^2 cal	df	X^2tab	Decision
1	The income level of parents has a positive impact on students' academic performance.	100	88	8	4	200				
2	Level of parents' education affects	29	130	30	11	200	182.75	9	16.92	Ho: Rejected
3	Occupation of parents affects the academic performance of students.	150	33	1	16	200				
4	Students from low socio-economic backgrounds tend to be below or just an average in their intellectual development	101	80	16	3	200				
	Total	**380**	**331**	**55**	**34**	**800**				

At 0.05 alpha level of significant

Table 1 showed Chi-square (x^2) summary showing the socio-economic status of the family have an effect on students' academic performance in the Soba Local Government. The calculated value is 182.75 while the table value is 16.92, degree of freedom of 9 at a 0.05 alpha level of significance. The decision is to reject the null hypotheses if the calculated value is greater than the critical value. Therefore, will socio-economic status of the family have an effect on students' academic performance in the Soba Local Government.

Hypothesis Two

H_{02}: There is no significant influence of single parents on academic performance in the Soba Local Government.

Table 2: Chi-square (x^2) summary showing the influence of single parents on students academic performance in the Soba Local Government.

S/N	Items	SA	A	D	SD	Total	x^2 cal	df	X^2 tab	Decision
1.	Child-rearing of single-parent is more challenging in terms of finance and impartation of knowledge and this may pose a negative influence on students' academic performance in school.	118	39	6	37	200	30.47	9	16.92	H0: Rejected
2	The academic performance of students of single parents is relatively low compare to two parents	124	53	9	14	299				
3	Single parents families do not have time for the academic success of their children	133	48	5	14	200				
4	A promiscuous single mother may not be interested in her children's education and thus may pose treat on academic performance of her children	135	51	4	10	200				
	Total	**510**	**191**	**24**	**75**	**800**				

@ 0.05 alpha level of significance.

Table 2 showed a chi-square (x2) summary showing the influence between single parents and students academic performance in the Soba Local Government. The calculated value is 30.47 while the table value is 16.92, degree of freedom of 9 at a 0.05 alpha level of significance. The decision is to reject the null hypotheses if the calculated value is greater than the critical value. Therefore, the null hypothesis was rejected, which indicates that there is a significant influence between single parents and students' academic performance in the Soba Local Government Area.

Discussions

The study examined the influence of family socioeconomic status on the academic performance of students' in Soba Local Government Area. The result of research hypothesis one (1) revealed that there significant influence between the socio-economic status of the family and students' academic performance in the Soba Local Government. This result aligns with Hill, et al., (2004), Deslorges & Abouchar, (2013) assertion that the socio-economic status of parents has some influence on the

academic performance of children. Anene (2005), argues that students from high social economic status compared to students from low social economic status families that students coming from low socio-economic backgrounds are not provide the same tools as the students from wealthy families, they are entering schools already behind those not living in similar conditions. Research findings have also shown that a continued effort of parental involvement throughout the child's education can improve academic achievement (Driessen, Smit & Sleegers, 2005; Fan, 2001; Hong & Ho, 2005). The result of research hypothesis two (2) revealed that there is a significant influence of single parents on students' academic performance in the Soba Local Government. This is in line with Asikhia (2010) that a single parent faces doubled responsibilities requiring time, attention and money of the parent- Hence, less attention is paid to the education of the child and thus, this goes a long way in affecting the concentration of the child to lessons in school and therefore the academic performance of such child will diminish gradually. Teachers commonly describe children from single parents as more hostile, aggressive, anxious, fearful, hyperactive and distractible than children from intact families (Asikhia, 2010). The same thing occurs when the mother is absent and the father is not privileged enough (Christensen, 2001).

Conclusions

Based on the finding made in this study, the following conclusions are therefore made that;

1. There is a significant influence of the social-economic status of the family on students' academic performance in the Soba Local Government.
2. There is a significant influence of single parents on students' academic performance in the Soba Local Government.

Recommendations

In the light of findings and conclusions made in this study, the following are recommended that:

1. Parents should work harder to increase their income levels. This will have a positive effect on the academic performance of students.
2. Single parents that are promiscuous or humanizers should repent and create more time to look into the academic performance of the children in school.

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