

Influence of Parental Socioeconomic Status on Student's Academic Performance among Secondary Schools in Taraba State, Nigeria.

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Abstract

This study examines the influence of socio-economic status of parents on academic performance of their children among selected senior secondary schools in Taraba state, Nigeria. The study utilizes primary data which is collected through questionnaire administration among the sampled secondary schools. Simple percentage and tabulation are employed to analysed the collected data. Among others, findings indicate that socio-economic status of parents influence the academic performance of their children in senior secondary schools. The study recommends that government should endeavor to popularize the idea of participatory management and funding of secondary education. This will reduce the level of inequality in education between the rich parents (those with high socio-economic status) and poor parents with lower status. Also, since parent's educational qualifications do not influence academic performance of their children (to an extent), there is need for more vocational and technical education centers to be established across Jalingo local government with the view to reducing the effect of peer group influence or negativity associated with divorced/separated families.

Keywords: Socioeconomic status, academic performance, secondary schools, Taraba State.

Introduction

In the present era of globalization and technological revolution, education is considered as a crucial step for every human activity and also regarded as the lifeline for efficient and suitable stable development of human society. Education provides the base for socio-economic development. An educational system which is of poor quality should be considered one of the most important factors hindering poor and developing countries from advancing socially and economically. In Nigeria, education is always considered of great importance as documented by almost every regime but still quality of education lacks, in terms of better schools, trained teachers, good infrastructure and needs improvement. This improvement is necessary in spite of the fact that the governments past policies have initiated drastic measures in uplifting the quality of education. It has been observed over the years that in spite of all the incentives that the government is offering to the education sector, there's an increase in overall enrolment rates but the quality of teachers is still not very impressive and does not come up to a reasonable standard. While, education for all is of great importance as mentioned by many reports and surveys, equality in education for both male and

female, for adults and primary education is also extremely important and thus should be included within the main objectives of any education system.

Academic achievement is a significant issue with far reaching implications for an individual's future, influencing the very quality of her/his life. As the academic achievement gap continues to baffle the minds of educators, policy makers and researchers, these disparities in academic achievement requires urgent attention. However, there appeared to have been minimal improvement to this problem of underachievement over the decades despite the concerted efforts through legislation and school reform, aimed at reducing its deleterious effects.

Parental involvement takes many forms including good parenting in the home, including the provision of a secure and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values and high aspirations relating to personal fulfilment and good citizenship; contact with schools to share information; participation in school events; participation in the work of the school; and participation in school governance. Socioeconomic status affects children's academic achievement. The earliest years of development seem to be the most crucial. Children are hardest hit by family economic conditions during their early years. Unlike children from high income families, children who come from poor families have little access to materials and resources. More so, socioeconomic growth and educational development has encountered serious problems, among these problems is that there are unqualified teachers in our secondary schools today which narrowed socio-economic growth of the school system. Government remuneration is very poor thereby affecting the teachers to giving in their best in secondary schools of Taraba State, remuneration and incentives should be encouraged for it is the bases that motivates teachers to work hard toward educational development. Inadequate instructional materials (teaching aids) in our schools today posed the practical and the most sensitive part of learning which could go a long way in enhancing educational development in secondary school. Inadequate training for teachers (e.g. seminars, workshops etc) hinder socio-economic growth in secondary school, taking for instance the advancement of information and communication technology in the world today; this should call for training of teachers in the field for the betterment of the educational system in Nigeria.

Child's capability to succeed in school depends on how successfully the child is managed by his /her parents in the home environment. It is an environment where the child learns the skills, attitudes and behaviour which could mould them into a productive and successful student. However, not every child comes from a home that could provide them with the requisite educational resources necessary for their academic success. In accordance with that, a parent's socioeconomic status plays an important role in providing these educational resources and it appears to impose the greatest impact on the child's educational outcomes Socioeconomic status has a relatively strong impact on parental involvement compared to other factors. However, there is a question as to how far the strength of the parent's socioeconomic status could inspire a child to achieve academic success. Parental involvement has a positive impact on student achievement

at all socioeconomic levels, though involvement is probably more important for low socioeconomic schools, as they are more likely to have lower test scores and graduation rates.

One pertinent issue in the Nigerian educational sector is that of teacher education. The basic problems reported by surveys carried out in various research in Nigeria have shown the discrepancy between the demand for teachers and the supply for teachers, and that teachers fail to meet the minimum requirement as stated by the National Policy for Education. This is due to lack of incentives, brain drain and lack of motivation (Ibidapo-Obe, 2007). According to Dike (2002), the Federal Government reported that the falling standard of education in Nigeria is caused by acute shortage of qualified teachers in the primary school level. The author also asserted that, about 23 per cent of the over 400,000 teachers employed in the nation's primary schools do not possess the Teachers' Grade Two Certificate, even when the Nigerian Certificate of Education (NCE) is the minimum educational requirement one should possess to be qualified to teach in the nation's primary schools.

It is no wonder then that Nigerian students do not generally perform well in most (external) public examinations. Almost every year, the Chief Examiners Reports (CER) for the West African Examinations Council (WAEC) and the National Examinations Council (NECO) highlight the abysmal poor performance of students at the Senior Secondary School Certificate Examinations. Added to this poor performance in those public examinations, is the widespread of examination malpractice, which is indicative of poor and inadequate preparation for examination. When students have not read widely and thoroughly and have not been well prepared for examinations, the tendency is to turn to short-cuts and sharp practices in order to pass examinations.

National economic and socio-cultural growth and development have been under pursuit through the application of products from the investment on education by every successive government in Nigeria. The momentous hope on education as the route to solution to Nigeria's national problems picked up more rapidly at the eve of independence, Nigeria had 39 well-established universities in 1996, Federal Government (1997) but now has well over 170 public and private universities as at 2021. The provision of great number of learning institutions at all levels of education has been on the increase since independence because of the high demand by children and adults. The demand, which was as a result of expected economic benefit, has however, been attended by harsh problem in diverse regards. The problems could be summarized as manpower, financial and material.

The pursuance of education toward national economic growth and development was the basis for U.P.E and the recent U.B.E programme. The expectation had been that opportunity should be offered to the learners at the lower levels of education in order to avoid talent wastage, which derives from ignorance or poverty of the parents and guardians of the beneficiaries. The question that may follow in this regard is: why has the system not brought a change? Could it be as a result of the wide spread educational activities or due to population problem? Have these and other experiences been shadowed by the problem of funding, inadequacies among teaching manpower, and inappropriate deployment to progress in Nigerian educational sector?

The above mentioned problems constitute the basis for this research work which is aimed at examining the influence of socio-economic status of parents on educational achievement of their children in secondary school.

The Concept of Socioeconomic Status

Socioeconomic status is a term which comprises two variables: the social and the economic variables. Social status is acquired by the position one occupies in a society whilst the economic status is associated with the wealth of a person. In fact, the socioeconomic status has always been measured by the same parameters by experts from varied fields including sociologists, educationists and psychologists. Parson, Stephanie and Deborah (2001) define socio-economic status as an expression which is used to differentiate between people's relative status in community regarding family income, political power, educational background and occupational status. Also, Saifi and Mehmood (2011) submit that socio-economic status is a combined measure of an individual or family's income and social position relative to others based on income, education and occupation. In fact, it is a definite background variable that represents a feature of the social structure in society (Oakes & Rossi, 2003).

Socio-economic status is typically delineated into three categories, thus high socioeconomic status, middle socioeconomic status and low socioeconomic status to describe the three areas family or an individual may fall into. Thus, the concept "class" or "status" implies some people are either superior or inferior in some respect. One can be found at the top, middle or at the bottom. Socio-economic status therefore means that the social and economic standing of a person depends on these key variables, thus wealth, education, occupation and influence. Indeed, this index of social position utilizes occupation, education and residence to locate people within the status hierarchy (Agyemang, 1979).

The impact of socioeconomic status on school performance is known in literature as socioeconomic gradient. The gap tends to widen gradually between students with high social status and students with lower social status. this gap tends to widen starting with early school problems for lower social statuses students continue to cause problems that usually lead to dropping out of school (Alexander *et al*, 2001; Battin-Pearson *et al*, 2000; Cairns, Cairns & Neckerman, 1989). Socioeconomic status can be measured by three factor incorporated; parental income, parental education, and parental occupation (Gottfried, 1985; Hauser, 1994; Mueller & Parcel, 1981). A potential fourth measure is home resources, which was lately stressed as an integral indicator of socioeconomic status (Duncan & Brooks-Gunn, 1997; Entwisle & Astone, 1994).

Academic Performance

Academic instruction is arguably the primary business of education. To this end, schools are expected to influence students' learning, socialisation, and even vocational preparedness. Despite the attention paid to a broad definition of educational outcomes, however, academic performance remains central. Students' academic performance is a term that appears frequently married in

higher education discourse. Academic performance is a multidimensional construct composed of the skills, attitudes, and behaviors of a learner that contribute to academic success in the classroom (Hijazi & Naqvi, 2006). It is a satisfactory and superior level of performance of students as they progress through and complete their school experience (Tinto, 1993). The implication of this definition is underscored by research which repeatedly demonstrates that the vast majority of students who withdraw from school do so for no reason other than poor academic performance (Hijazi & Naqvi, 2006; Tinto, 1993). Although the importance of academic achievement is rarely questioned, reaching unanimity regarding its measurement has been elusive. The measurement of students' academic performance continues to be a controversial topic among policymakers, measurement experts, and educators (Elliot, 2007; Johnson, 2003). Researchers have used a variety of ways to measure academic achievement such as report card grades, grade point averages, standardized test scores, teacher ratings, other cognitive test scores, grade retention, and dropout rates (Burns & Darling, 2002). However, for the purposes of this study, student academic performance is defined by the degree to which a student is able to accomplish a given class work in the school setting.

Parental educational level and the academic performance of students

Parents are the most immediate relation of a child. Educated parents better understand the educational needs and their children's aptitude. They, thus help their children in their early education which affects their proficiency in their relative area of knowledge. Parents' education or academic background definitely contributes immensely toward the academic life of children. According to Grissmer (2003), parents' level of education is the most important factor affecting students' academic achievement. Taiwo (1993) submits that parents' educational background influences the academic achievement of students. This, according to him, is because the parents would be in a good position to act as second teachers to their children; and even guide and counsel them on the best way to perform well in education and provide the necessary materials needed by them. From a similar point of view, Annette (2003) argues that academic attainment of parents had a positive and statistically significant effect on the educational attainment of their wards. Tinto (1993) also reveals that there is a strong relationship between a student's academic output and his or her parent's educational qualifications. For him, parents' academic achievements enable the individual student to build a positive self-efficacy image about themselves and make them feel they are capable of succeeding in their academic pursuit. This finding further reinforces the position of Girves and Wemmerus (1988), however Tinto did not touch on the importance of other factors like income, occupation and school within which they study which was an important point stressed by Girves and Wemmerus (1988). This means, parents' education alone might not be enough in guaranteeing higher academic performance.

Parental occupational level and the academic performance of students

Occupational prestige as one of the components of socioeconomic status encompasses income and educational attainment. Occupational status corresponds to the educational attainment of an

individual through which obtaining better job and retaining better positions becomes inevitable. It consequently becomes an indicator and measure of social position/status in a society, hence describing job characteristics, decision making ability and emotional control, and the psychological demands on the job (McNeal, 2001). Indeed, occupational status shows achievement in skills required to do a particular job. Jobs found at the apex of socioeconomic status classification provide more challenging work and ability and greater control over working conditions. However, jobs with lower rankings were less valued and were paid significantly less and were more laborious, physically hazardous and provide less autonomy (Janny & David, 2005). Many scales rank occupation based on the level of skill involved, thus from unskilled to skilled, manual to mechanic, unprofessional to professional or use a combined measure using the education level needed and the income involved (Dills, 2006). In today's world, identifying the right occupation has become a dilemma. In this regard, occupations that are in line with an individual's education are quite hard to find, hence compromises on occupations is inevitable as long as the financial reward addresses the basic needs of an individual (Graetz, 1995).

Combs (1985) argues that in virtually all nations, children of parents high on the occupational scale have far better chance of getting into good secondary schools and from there into the best colleges and universities. Combs, also asserts that a great number of children whose parents are at the bottom of the occupational hierarchy are not as inclined to seek or gain access to available educational facilities compared to children whose families are located at the middle or top of the hierarchy. Indeed, parents' occupation level has a significant effect on the academic achievement of their wards. It plays a remarkable role in students' academic advancement and achievement. Good parental occupation has a positive effect on the academic performance of children because such parents found themselves in well-paid jobs which afford them opportunity to provide material support for their children's education. Dills (2006) in a similar view finds that students from the bottom quartile consistently perform below average compared to students from the top quartile of the occupational status.

Parental income level and the academic performance of students

The study on the impact of family income on students' academic achievement is not as extensive as that of prenatal education. Never the less there is a causal relationship between family income and students' academic achievement. Studies indicate a big difference between student academic achievement of low income family and high income families, this gap is increasing more and more (Reardon, 2011). Low income families often face financial difficulties which prevents them from investing more in the education of their children (Becker & Tomes, 1986). income inequalities translate into educational outcome inequalities which later effect the students' life chances (Blanden & Gregg, 2004). Meanwhile while Jiyono (1983) found student's background and family encouragement are more important in student attainment than the economic situation of family.

The income of a family is the most influential factor for the education of their children. Several researchers have explained that the economic status of parents positively influenced the academic

achievement of the children. Parents of low economic levels are unable to invest sufficiently in the education of their children. Moreover, Becker (1964); Ahamad (2016); and Lareau (2003) stated that poor and working-class parents primarily focused their responsibility to provide for the physical needs of their children, such as clothing, food, and housing. Bjorman (2005) stated that when families constrained by inadequate resources, children's educational attainment is consequently affected. Further, Ahmad (2016) claimed that parents of low economic status are unable to pay attention to the academic activity of children. They failed to create an educational environment in their home as their priority became searching for the source of income. Kainuwa and Yusuf (2013) urged that student of low socioeconomic status drop the school or parents not interested in sending their children to school because they were unable to pay the registration fee, admission fee, PTA fee, exam fee, the cost of the book, cost of uniform, cost of transportation fee from home to school, and other daily monetary demands of children is the primary reason of poor parents not to send their children to school. Parents of low socio-economic engaged in multi work due to the low remuneration for longer working hours. They were unable to provide time, attention, and energy to their children's education, according to Jensen as cited in Elia (2015). Lareau (2003) argued that socio-economic status of a family as a social and cultural capital that children of poor and working-class parents mostly spent their time watching TV, whereas high economic class is engaged in the computer, coaching class, tuition. Although it is contradictory that families of a high economic class are consuming more mobile phones, online games than television. Parents from higher socio-economic backgrounds may also provide higher levels of psychological support for their children through environments that encourage the development of skills necessary for success at school, according to Thomson (2018).

Review of Empirical Studies

Various studies are available in the literature across both developed and developing countries on the influence of parental socio-economic status on the academic performance of their children among secondary schools. Some of these studies include: Dauda (2009) carried out an empirical investigation on the relationship between investment in education and economic growth in Nigeria, using annual time series data from 1977 to 2007. The study employs Johansen co-integration technique and error correction methodology. Empirical results indicate that there is, indeed a long-run relationship between investment in education and economic growth. All the variables used include gross fixed capital formation and educational capital are statistically significant (except labour force) in the Nigerian economy. The findings have a strong implication on educational policy in Nigeria. The study seems to suggest that a concerted effort should be made by policy makers to encourage increase in educational investment in order to accelerate growth which would engender economic development.

Furthermore, Maghra, Galadima and Rufus (2019) examine the effects of socioeconomic status of parents on the academic performance of students in government secondary schools in Taraba State using a survey research design. The population of the study was 246,785 students. A stratified random sampling technique using Taro Yamane formula was used to obtain a sample of 400

students. Mean and standard deviation were used to answer the research questions while Chi – Square was used to test the hypotheses at 5% level of significance. The results revealed that father and mother's educational level influence the academic performance of students and family income also has influence on the academic performance of students. Likewise, Nurudeen and Usman (2010) carried out a disaggregated analysis on government expenditure and economic growth in Nigeria. Their analysis concluded that there was no significant relationship between expenditure on education and economic growth in Nigeria.

Li and Qui (2018) examine how family background affects children's academic achievement at an early stage. Through analysis of data from the Chinese Family panel study in 2010 (CFPS2010), this paper proposes two pathways through which family influences children's academic performance. Firstly, parents compete for high-quality educational opportunities for their children and better educational opportunities lead to better academic performance. Secondly, parenting behaviour and educational support for their children could cultivate children's learning habits and affect academic performance. The study also find urban students' academic performance are more heavily affected by their families' socioeconomic status compared with rural students.

Similarly, Fekadu, Negassa and Tegegne (2019) analyze the impact of parents' socioeconomic status on academic achievement in case of grade twelve students. From three governmental secondary schools, there were 482 total numbers of students in 2017/2018 academic year and included in the study. The results of final fitted model show that family size, average monthly income, parents' occupation and educational level have statistically significant contribution for students' academic achievement at 5% level of significance. It can be concluded that family size has negative impact on the academic performance of students. Similarly, poor parents may have inadequate or limited resources that promote and support children's development and school readiness. According to Lawal and Wahab (2011), the achievement of rapid economic growth through boosting and rapid investment in education is a decision in a right direction as much as it would not affect the average cost of education or reducing the quality of education. Nigerian economy would benefit greatly from an increase in government expenditure that goes to the education sector even if it comes at the expense of a reduction in other aspects of investment.

In addition, Ovansa (2017) investigates the effects of socio-economic background of senior secondary school students on their academic performance in Adavi LGA of Kogi state. Survey and ex-post facto research design work was used to collect data on student socio-economic background and their academic performance respectively. The population of the study comprises of out-going senior secondary school students of the selected school and their parent's socio-economic status. Stratified random technique was used to select the secondary schools and the students for the study. Simple percentage was used to analyse the research hypothesis. Finding indicates that parent socio-economic status influenced the academic performance of the students.

Moreover, Onyancha, Njoroge and Newton (2015) investigate the influence of parents' socio-economic status on students' academic performance in public secondary schools. The study utilized one hundred and fifty (150) respondents drawn from sixteen secondary schools in Keumbu Division. Respondents were selected using purposive as well as systematic sampling approaches within descriptive survey design. The instrument yielded a coefficient of correlation of 0.7852. The researcher utilized the Social Learning Theoretical framework to interpret the results of the study. The study established that socio-economic status plays a significant role in influencing students' academic performance. Further result shows that the lower the parent's socio-economic status the lower the students average grade and number of points in performance, and vice versa. Likewise, Abdu-Raheem (2015) investigates parents' socio-economic status on secondary school students' academic performance in Ekiti State. The population for the study comprised all Junior Secondary School students in Ekiti State. The sample consisted of 960 students from 20 secondary schools randomly selected for the study using purposive sampling technique. Reliability coefficient of 0.69 and 0.71 is obtained. Four hypotheses are formulated and tested at 5% level of significance. The data is analysed using regression analysis. Result shows the existence of a relationship between parents' socioeconomic status and academic performance of secondary school student.

Correspondently, Esther, Ruffina and Anastecia (2018) examine the effect of parents' socio-economic status on the academic achievement in biology of public senior secondary school students in Orlu LGA Imo state. The population of the study comprises of senior secondary school students of the selected school. The sample consisted of 200 students from 10 secondary schools randomly selected for the study. The instruments used for the study is a self-designed questionnaire and inventory to collect students' results. The data is analyzed using chi-square statistical tools. Results indicate that parents' socio-economic status influenced the academic achievement in biology of public senior secondary school students in Orlu LGA Imo state.

In another development, Onwukwe, Anyanwu and Agommuoh (2017) investigate the influence of parents' socio-economic status on academic performance of students in secondary schools in Owerri Education Zone, Imo State, Nigeria. A population of 38,700 students in SS II in the sampled LGA was used and 387 students, representing 10%, were selected randomly. The data collected was analyzed using percentages, mean and standard deviation. Hypotheses were tested with ANCOVA. The result showed that students from low socio-economic backgrounds attend public schools more than those from high socio-economic backgrounds and they achieve less academically than those of high socio-economic backgrounds.

Also, Pant (2020) examines the relationship between the parental socio-economic status and academic achievement of students. The study focuses on the interrelated dimensions of parental income, educational status, and its effect on children's education. The study is conducted with a qualitative case study research design. Altogether 15 informants from parents, teachers, and students are selected by the purposive sampling method. In-depth interviews, focus group

discussions, and observation techniques are followed during data collection. Data is analysed using thematic narrative analysis. The study found that the majority of students of low socio-economic status have poor academic achievement. Parents of low economic background have been found less interested in the education of their children.

In a similar vein, Qasem (2018) examine the parental involvement impact on students' academic performance, and whether or not it is linked to the family's socioeconomic status. Quantitative study data was collected through a questionnaire and analyzed using IBM SPSS. The findings of the study support the link between the socioeconomic status and active involvement but not home parenting. The study also further proves the impact of active involvement on academic performance, but presents an opportunity to control that impact through good home parental practices. To provide further supports, Aliyu (2016) investigates 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. 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.

More so, Osei-Owusu, Ampofo, Akyina, Ampomah and Osei-Owusu (2018) examine the effects of parents' socio-economic status on the academic performance of Yamfo Anglican Senior High School Students in the Tano North District of the Brong Ahafo Region of Ghana. A population of 213 students were selected from the second year class using a simple random sampling technique. The study was a survey type and therefore a self-designed questionnaire was adopted to collect data. The data was therefore analysed via simple frequencies, tables and percentages. Findings indicate that parents' educational level, parents' occupational level, parents' income level and parental care have an effect on the academic performance of students of Yamfo Senior High School. Besides, Usman, Mukhtar and Auwal (2016) examine the impact of parent's socio-economic status on students' academic performance. The study samples were randomly selected from four (4) secondary schools in Dala local government area of Kano State which consists of eighty (80) students was selected. Well instructed questionnaire was the major instrument used in collecting data for this research which is validated by the use of pilot study. The correlations between two responses and the result revealed a significant of 5% indicating the impact of parent's socio-economic status on students' academic performance within the sample period.

Similarly, Dudaite (2016) examines the impact of socio-economic home environment of Lithuania's students on learning achievement. Lithuania is a country of limited economic resources, hence, it is important to analyse which specific aspects of home environment have stronger or weaker impact on student achievement. Quantitative approach was used for the research. Survey and test were used for data collection. Evidence shows a significant influence of socio-economic status on home environment. Furthermore, Bhat, Joshi and Wani (2016)

investigate the relationship between socio economic status and academic achievement of secondary school students belonging to different educational zones of Ganderbal district of Jammu and Kashmir State. This descriptive analytical study was done on 120 students of secondary Schools in 2012-13 through random sampling. Findings indicate the presence of a significant difference in the academic achievement of high socioeconomic status of students in comparison to low socioeconomic status of students. Significant differences were found between the students with (high and low) and (high and middle) socioeconomic status. In addition, Asiegbu and Ezeugbor (2018) evaluate the relationship between socio-economic status of parents and academic performance of students in Onitsha north LGA of Anambra state. Using a correlational research design. From the population of 2,452, a sample of 100 respondents selected through the simple random sampling is utilised. To estimate the results, Pearson product moment correlational analysis is employed. Result shows the existence of positive relationship between socio-economic status of parents and student's academic performance.

In another development, Abdu, Babakura and Tela (2020) examine the influence of parental socio-economic status on students' academic performance in public secondary schools in Maiduguri. A descriptive survey design using a sample of 158 students, 17 teachers and 11 parents' representatives was used to execute the study. Quantitative data from the questionnaires was analyzed using descriptive and inferential statistics using SPSS. The findings of the study were that parent's income, level of education, occupation and parental involvement in education influences students' academic performance to a great extent. Likewise, Eshetu (2015) examines the effect of parental socio-economic status on the academic performance of students in regional examination in Ethiopia. A survey is conducted to collect data on regional examination result of 538 randomly selected students from thirteen junior secondary schools. Also, the collected data is analysed using descriptive statistics and inferential statistics including percentage, independent samples t-tests, Spearman's rho correlation and one-way ANOVA. Findings indicate that socioeconomic status of parents (particularly educational level and occupational status of parents) has strong association with the academic performance of students. Students from educated and better off families have scored higher result in their regional examination than their counterparts.

Assenting to the argument, Mwariri, Marete and Mwenda (2017) examine the impact of social economic status on students' academic performance in public secondary schools in Kieni East Sub County, Nyeri County, Kenya. The study established that the number of family members in formal employment, coupled with employment and business/self-employment income, led to higher academic performance among students. The findings also revealed that in homes lacking academic support facilities; the academic performance of learners was poor, while homes with adequate facilities boosted the academic performance of the students. Likewise, Al-Matalka (2014) focuses on the relationship between parent's socioeconomic status and parental involvement strategies in their child's education among Jordanian parents who have enrolled their children in governmental schools. The total sample of 150 Jordanian students who completed their (Tawjeehi) education at governmental schools are utilised. The results revealed that regardless of parental socioeconomic

status the found to be involved in their children education. However, the educational level of the parents has greater impact on parental involvement strategies than parental occupation and income.

In summary, it can be deduced from the aforementioned literature that inconsistency arise among the scholars on the relationship or influence of socio-economic status of parents on academic performance of their children among selected secondary schools. This abound due to different techniques of analysis, study time frame and locations/regions.

Materials and Methods

This study employs a correlational design of which questionnaires are used in the collection of data and find out if there is a relationship between the parental socio-economic status and the academic performance. The questionnaire is designed and separated into two categories, category one was for students and category 2 for the teachers. Furthermore, the authors distributed the questionnaire themselves to the students and the teachers, which was filled and returned within three (3) days. More so, tabulation and simple percentage are adopted by this study for the analysis of each question answered by the respondents. The target population of the study consist of all senior secondary school students and teachers in Jalingo local government area, Taraba State. There are 42,026 students in the 2020/2021 session and 87,021 teachers out of which the sample was drawn using a stratified sampling technique. A sample of three hundred and twenty-five (325) respondents is drawn out of which 125 are parents, 100 are teachers and 100 are students using simple random sampling. Furthermore, the sample size determination is guided by the Taro Yamani criteria, and the selection of public senior secondary schools is also based on the simple random sampling, which gives every member an equal chance of being selected.

Result of the Findings

In this section, analysis of each question answered by the respondent are presented as follows:

Table 1: Socioeconomic status of parents and student’s academic performance

S/N	ITEMS	SA		SD	D
1	Socio-Economic Status of Parent determines the performance of their children	60 40%	75 50%	10 6.65%	5 3.3%
2	Poor parents’ children perform better than rich parents’ children in School.	60 40%	75 50%	10 6.65%	5 3.33%
3	Government provide enough teaching aids in secondary school	25 16.67%	33 22%	72 48%	20 13.33%
4	Students have negative attitude towards their studies	40 26.67%	35 23.33%	45 30%	30 20%

Key: SA = Strongly Agree, A= Agree, SD = Strongly Disagree, D = Disagree

From the Table 1, item 1 shows the Socio-Economic status of parent whether it determine the performance of their children, where 60 respondents representing 40% Strongly Agreed, 75 respondents representing 50% Agree, 10 respondents representing 6.67% disagree and 5 respondents representing 3.33% strongly disagree. This shows that socioeconomic status of parents determines the performance of their children as the majority of the respondents fall among strongly agree and agree. Item 2 shows the comparison between the performance in school of the poor parent's children and the rich parent's children, which is better than the other, where 60 respondents representing 40% Strongly Agreed, 75 respondents representing 50% Agree, 10 respondents representing 6.67% disagree and 5 respondents representing 3.33% strongly disagree. This indicates that indeed children of the poor parents performed better than the rich parent's children, going by the majority response. Item 3 shows if government provide enough teaching aids to the secondary school, where 25 respondents represent 16.67% strongly agreed, 33 respondents representing 22% agreed, 72 respondents representing 48% disagree and 20 respondents representing 13.33% strongly disagree. This indicates that governments are not doing good in terms of provision of teaching aids to secondary schools. In addition, item 4 shows if students have negative attitude towards their studies, where 40 respondents representing 26.67% strongly agree, 35 respondents representing 23.33% agreed, 45 respondents representing 30% disagree and 30 respondents representing 20% strongly disagree. This shows relatively equal response some student does have negative attitude towards their studies and some do not. Given the summary outcome of the aforementioned results, it can be deduced that, the socio-economic status of parents affects their children academic performance in senior secondary school within the study area.

Conclusion

In conclusion, the socio-economic status of parents affects the performance of children in schools in Nigeria, but the problems have often been associated with poor nature of parent and inadequate provision of educational facilities in schools by the government. The political class has often paid lip service to education issues thereby putting the system in an unpleasant state. There is therefore the need for change of attitude on the part of the political leaders. The parent at most times relent on the education of their children, thereby affecting the educational achievement of the children, there is need for parents to be serious and often should monitor their children academic work at home and pay the necessary levy and fees needed for their education. The need to catch up with the western world's level of development always remind the leaders that education has been expected to bring national development about in Nigeria, but that certain problems have not allowed the expectation to be achieved.

The study examined the problems affecting education and indicated specific dimensions in which the non-achievement of goals has impeded national development. For example, the paper discussed that policies on manpower development output have not been thoroughly streamlined with the result that productive realities have not been experienced in Nigeria. Inadequate job

opportunities and disloyalty of men and women in employment positions were also stated as some of the problems that have been a wide gap between planning and achievement of development expectations. The discussion pointed out some prospects and challenges that should induce new orientation in the administration of education and economic productivity. They included the need to integrate learning skills with job performance requirements. The need for this was pointed out as most necessary because Nigeria is part of the global village, which is fast operating on a high level of science and technology reliance in the pursuance of economic, social and political development.

Recommendations

Based on the findings of the study, the following recommendations are made for the improvement of education sector in Jalingo LGA of Taraba state:

- i. Government should endeavor to popularize the idea of participatory management and funding of secondary education. This will reduce the level of inequality in education between the rich parents (those with high socio-economic status) and poor parents with lower status.
- ii. Government should ensure adequate provision of modern educational facilities and other educational resources needed to ensure qualitative education. Facility inspection should be made to ascertain the state of facilities in schools and prompt actions should be taken and monitored to improve the standard.
- iii. The success of any educational system hinge on proper planning. They should be ensured not only at the local government level, but by extension to the entire state. Also, adequate monitoring measures should be put in place to ensure accountability in the part of every official managing the resources being made available to the education sector.
- vi. Since parent's educational qualifications do not influence academic performance of their children (to an extent), there is need for more vocational and technical education centers to be established across Jalingo local government with the view to reducing the effect of peer group influence or negativity associated with divorced/separated families.

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