Perceived Effects of Parental Socio-economic Status on Students' Academic Performance among Teachers in Odeda Local Government, Ogun State, Nigeria

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Abstract
This study aims at studying perceived effects of parental socio-economic status on students' academic performance, among teachers in Odeda Local Government Area of Ogun State. Descriptive survey research design was used in which data from 200 respondents were collected through a self-designed questionnaire which comprised of two sections, and analyzed using Statistical Package for Social Sciences (SPSS) version. Three null hypotheses were formulated and tested using Chi-square statistical. Findings revealed that parental socio-economic status, educational level and family size may have a significant relationship with the academic performance of students. Therefore, it is recommended that government should provide some incentives that will encourage more students to enroll for formal education, such as scholarships, provide free transportation to school for students, establish schools for adult education and encourage couples to imbibe family planning.

Introduction
In Nigeria like in many other countries, parents are largely responsible for financing their children's formal education. The quality of education provided to children is, usually, in direct proportion to the financial status of the family. Over the years, there has repeatedly been a gap between the academic performances of students despite being taught the same course content by the same teacher in the same class. While it is the educator or the teacher who can know the

latent faculties of the child and take appropriate methods to develop those powers (Kumar & Ahmad, 2008), it is very likely that other external factors outside teachers' performance and quality of education provided in schools may influence a student's academic performance. A very good example of these external factors is parental socio-economic status.

The term "education" evolved from two Latin words - *Educare* (*educere*) and *educatum*. *Educare* means "training or print" while *educatum* implies "meaningful action to teach" (Astuti, 2017). To educate means to bring out of the child, the student, that spirit of learning and wonder, the desire to know, that thirsts for knowledge (Rosado, 2000). Since education is provided within societies, it is then very likely any changes in the environment of children may also affect their education or disposition to it (Ogunshola & Adewale, 2012).

Barry (2005) revealed that socio-economic status had the greatest impact on students' test scores in relation to other variables in his study. Adamu and Dikko (2017) found from their study that parental background may have significant influence on students' academic achievement. Aikens and Barbarin (2008) further added that children from low socio-economic environment acquire language skills more slowly and are at risk for reading difficulties. Osonwa, Adejobi, Iyam and Osonwa (2013) postulated that students' academic performance is predicted by a chain of socio-economic factors resident in parents and some other persons.

Adewale (2002) after conducting a study on the effect of parasitic infections among school age children in Ilorin, concluded that academic performance of students is hindered in rural community where nutritional status is relatively low and health problems are prevalent. Nutritional status obviously is a function of parents' socio-economic status.

Socio-economic status measures an individual in terms of occupation, education and income. Hurlock (2001) investigated the relationship between a child's academic performance and parental occupation and postulated that when a child is ashamed of his parent's occupation, the child's attitude towards his parents and he would be adversely affected, thus impacting negatively on his academic performance. Usaini and Abubakar (2015) augmented this claim by postulating that students from parents with formal occupation perform well than those from parents with informal occupation. Sukhendra (2015) observed a positive relationship between the level of parental occupation and mean high-school marks of students in Lucknow district, India. Shah and Anwar (2014) also observed that parents' occupation may have significant impact on children's performance.

Coley (2002) asserted that children from high income families were more likely to be proficient in reading tasks than children from low income families and parents in higher socio-economic status group were more likely to read to their children than were parents in the lower socio-economic status groups. Shah and Anwar (2014), concluded after conducting a study with parents as respondents, that parents' family income may have significant on children's performance. Ugwuja (2010) in his study of influence of family background on students' academic achievement found that students from high-income status parents achieve better academically.

Farooq, Chaudry, Shafiq and Berhanu (2011) examined the factors influencing academic performance of secondary school students in Pakistan and suggested that socio-economic status and parents' education may have a significant effect on students' overall academic achievement as well as achievement in the subject of Mathematics and English. Khan et al (2015) posited that high level educated parents to an extent have more influence on their children to achieve and perform well in their studies at secondary school level. Gooding (2001) asserted that students

whose parents had higher educational levels performed higher on standardized tests than those who had parents with lower educational levels. Singh and Vyast (2014) further corroborated that parental educational level has a significant role in determining the educational achievement and social adjustment of the children. Ozurumba et al. (2007) reported that though parents' level of education affects children's academic performance, other variable such as school environment and facilities are also important.

In this study we aim to understand from secondary school teachers in Odeda local government in Ogun state, how socio-economic status of their students' parents affect academic performance of their students. To the best of our knowledge, no study has been reported on the same topic in the same area as we have chosen.

Definition of Terms
1) Academic performance: A student's achievement, scores in tests and his position relative to all those subjected to the same test.
2) Effect: The result or outcome of something, either positive or negative.
3) Family size: The number of people in a family.
4) Socio-economic Status: It is the worth of an individual in terms of occupation, education and income.
5) Student: A person who is enrolled in and attends an educational institution.

Methodology
For the study, three independent variables were recognized - parental socio-economic status, parental educational level and family size, while the dependent variable is academic performance.

a) Data Sampling
Teachers in five private and five public secondary schools were taken as the sample. The total number of teachers was 200. They were chosen randomly from each school. A self-designed questionnaire consisting of two sections was used to sample respondents' opinion. Section A (demographic data) consisted of eight items while Section B, which sampled respondents' opinion on the effect of parental socio-economic status, educational level and family size consisted of 22 items. Respondents were required to rate how much they agreed or disagreed with each statement using Likert scale.

b) Analysis of Data
The data obtained were analyzed through frequency counting, and the percentage of variables. The three hypotheses that were formulated at the onset of the study were tested using Chi-square statistical.

c) Method of Analysis
The data obtained were analyzed using Statistical Package for Social Sciences (SPSS) version. The null hypotheses were tested and interpreted using the Chi-square(x^2) method of data analysis at 0.05 level of significance, which measures the discrepancies that exist between the observed and expected frequency.

Chi-square formula:

$$X^2 = \frac{E(O-E)^2}{E}$$

Where:

X^2	=	Chi-square
O	=	Observed frequency
E	=	Expected frequency

Results and Discussion

For this study, three null hypotheses were formulated and tested using Chi-square. H0 refers to null hypothesis while H1 implies the alternative hypothesis. The decision rule is that if the Chi-square calculated is lesser than Chi-square tabulated, the null hypothesis will be accepted and the alternative rejected. However, if the Chi-square calculated is greater than Chi-square tabulated, the null hypothesis will be rejected and the alternative accepted.

i) **Socio-economic status of parents**

For the first variable - socio-economic status of parents, we formulated the following hypotheses;
H0: There will be no significant relationship between the socio-economic status of parents and students' academic performance.
H1: There will be significant relationship between the socio-economic status of parents and students' academic performance.
Statement: Parental socio-economic status can increase students' academic performance.
Chi-square was used to test respondents' response to the above statement and the following results were obtained.

Table 1. Summary of respondents' data in the investigation of the influence of parents'' socio-economic status on their children's'academic performance.

Variables	O	E	O-E	$(O-E)^2$	$\frac{(O-E)^2}{E}$
Strongly agree	64	40	24	576	14.4
Agree	60	40	20	400	10
Indifferent	50	40	10	100	2.5
Disagree	22	40	-18	324	8.1
Strongly disagree	4	40	-36	1296	32.4
Not retrieved	0	0	0	0	0
Total	200	200	0	3676	67.4

X^2 = 67.4
Testing at 5% level of significance and degree of freedom
K−1 that is 5−1 =4
X^2C tabulated =9.488

Decision Rule

Since chi-square calculated 64.7 is greater than the chi-square tabulated 9.488, for 4^0 of freedom of 0.05 level of significance on 95% confidence interval, the null hypothesis (H0) is rejected and alternative hypothesis (H1) is accepted. Therefore, Parental socio-economic status may have a significant relationship with students' academic performance.

ii)   Family size

For the second parameter – family size, we have also formulated the following hypothesis;
H0: Family size does not influence students' academic performance.
H1: Family size influences students' academic performance.

Statement: Students from large family size are unable to learn new skills
Chi-square was used to test respondents' response to the above statement and the following results were obtained.

Table 2. Summary of respondents' data in the investigation of the influence of family size on students' academic performance.

Variables	O	E	O-E	$(O-E)^2$	$\dfrac{(O-E)^2}{E}$
Strongly agree	84	40	44	1936	48.4
Agree	60	40	20	400	10
Indifferent	50	40	10	100	2.5
Disagree	2	40	-38	1444	36.1
Strongly disagree	4	40	-36	1296	32.4
Not retrieved	0	0	0	0	0
Total	200	200	-10	5176	129.4

X^2= 129.4   Testing at 5% level of significance and degree of freedom. K–1 that is 5–1= 4 X^2C tabulated=9.488

Decision Rule

Since chi-square calculated 129.4 is greater than the chi-square tabulated 9.488, for 4^0 of freedom at 0.05 level of significance on 95% confidence interval, the null hypothesis (H0) is rejected and alternative hypothesis (H1) is accepted. Therefore, family size may influence the academic performance of students.

iii)   Educational level of parents

For the last parameter – educational level of parents the following hypotheses were formulated;
 H0: There is no significant relationship between parental educational level and students' academic performance.

H1: There is significant relationship between parental educational level and students' academic performance.

Statement: Students' chance of being educated depends on the educational level of their parents.
Chi-square was used to test respondents' response to the above statement and the following results were obtained.

Table 3. Summary of respondents' data in the investigation of the influence of parents'' educational level on their children's' academic performance.

Variables	O	E	O-E	$(O-E)^2$	$\dfrac{(O-E)^2}{E}$
Strongly agree	100	40	60	3600	90
Agree	70	40	30	900	22.5
Indifferent	20	40	-20	400	10
Disagree	6	40	-34	1156	28.9
Strongly disagree	4	40	-36	1296	32.4
Not retrieved	0	0	0	0	0
Total	**200**	**200**	**0**	**7352**	**183.8**

X^2 =183.8
Testing at 5% level of significance and degree of freedom
$K–1$ that is $5–1=4$ X^2C tabulated = 9.488

Decision Rule
Since chi-square calculated 183.8 is greater than the chi-square tabulated 9.488, for 4^0 of freedom at 0.05level of significance on 95% confidence interval, the null hypothesis (H0) is rejected and alternative hypothesis (H1) is accepted. Therefore, there may be a significant relationship between parental educational level and the academic performance of students.
From the analyzed data, the researcher found that there may be a significant relationship between the socio-economic status of parents and students' academic performance. Similar observations were reported by Adamu & Dikko, 2017; Aikens & Barbarin, 2008; Barry, 2006. There are two possible explanations for the observed relationship. First, it is possible that parents with high socio-economic status may have attained this status by securing high paying jobs after completing decent formal education. Therefore, with the desire to see their children achieving high socio-economic status too, they may have encouraged their children to embrace formal education and excel at it. Second, it is possible, and as is the practise in recent times, parents with high socio-economic status may have employed private home tutors for their children to provide extra tutoring especially in subjects with which their children are having difficulty. This is because they can afford the extra cost needed to hire private tutors for their children. This finding however is incongruent with the study reported by Singh and Vyast (2014) and Machebe and

Ifelunni (2014), both which suggested that socio-economic status of parents does not play a significant role in the educational achievement of students. A number of reasons may be responsible for the differences in observations. For starters, Machebe and Ifelunni (2014) suggested that parents' with low socio-economic status sampled may have been sufficiently enlightened about the importance of education and may have encouraged and motivated their children to perform well in their studies. Further, Machebe and Ifelunni (2014) explained that the socio-economic status of parents' in the study area were marginally the same. Therefore it is not expected that variation in students' academic performance can be explained by their parents' socio-economic status.

Secondly, the findings revealed a possible relationship between family size and the academic performance of students. This finding is congruent with the conclusion of Downey and Douglas (1995), Ella et al. (2015) and Wilkins (2009). The former had suggested that there may be a correlation between family size and a measure in children's academic performance in school. They explained that "children benefit less from certain parental resources when they have many siblings". Wilkins (2009), studying the academic implication of a large size family, observed that as family gets larger, parents cannot give their children the same amount of individual attention and provide them with enough money to cater for their educational needs. Ella et al (2015) concluded after conducting a study on influence of family type and family size on academic performance, that there may be a significant influence of family size and family type on academic performance of students. Ugwuja (2010), however found in his study on the influence of family background on academic achievement of students, that students from small size families are not always better achievers in academics and that family size does not determine the ability of parents to provide books and learning materials for their children's education. Ugwuja's finding is not in harmony with the finding of this study, perhaps because his respondents are students and who interpret academic performance differently from teachers we have used in our study.

Majority of the respondents agreed that a student's chance of being educated depends on the educational level of his parents, thus implying a significant relationship between the level of education of parents and students' academic performance. This finding supports the assertions of several studies (Farooq et al., 2011; Gooding, 2001; Khan et al., 2015; Muruwei, 2011, Ozurumba et al., 2007; Singh & Vyast, 2014). They opined that there may exist a positive relationship between the educational level of parents and students' academic performance. Again, perhaps because parents with high socio-economic status have been able to enjoy very good quality of life as a result of attainment of formal education and the desire to see their children enjoy same, they may have gone the extra mile to provide quality education for their children in terms of top schools and extra tutoring at home.

We intended to sample opinion of primary and secondary school teachers but due to some logistics, the study was delimited to teachers in secondary schools only. Also, not every teacher has a cordial relationship with their students; hence they may have insufficient knowledge about their parents' socio-economic status or parental background. However, the findings from this study could serve as baseline data for further studies on the research problem.

Conclusion
The study was conducted to identify whether there exists, a relationship between the academic performance of students and parental socio-economic status, educational level and family size

of students respectively, among teachers in five private and five public secondary schools in Odeda Local Government in Ogun state. Testing the three null hypotheses at 0.05 level of significance using Chi -square revealed Chi-Square calculated values of 64.7, 129.4 and 183.3 respectively. These figures are greater than the Chi- Square tabulated, therefore, the null hypotheses were rejected and the alternatives accepted. Hence, parental socio-economic status, educational level and family size may have significant relationship with students' academic performance. On the basis of the findings, the following recommendations were made:

i. Government should provide incentives such as scholarships, grants, bursaries encourage students for formal education.

ii. Family planning providers should create more awareness on the importance of family planning and encourage couples to imbibe it.

iii. Government should establish schools for adult education.

iv. Parents should strive to be gainfully employed or self employed.

Provision of scholarships and grants will relieve students of psychological stress that may result from worry about how to finance their education. Similarly, introducing the concept of family planning to couples will help them plan adequately for their children. The more educated parents are, the more educated their children would be, therefore, establishment of schools for adult education will help uneducated parents understand the importance of education, hence, send their children to school and provide necessary assistance with their school work. When parents are gainfully employed, their socio-economic status is improved, thus, they will be able to afford decent education for their children, including instructional materials that will aid learning.

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