

INFLUENCE OF FAMILY SOCIO-ECONOMIC STATUS ON STUDENT'S ACADEMIC ACHIEVEMENT IN DELTA CENTRAL SENATORIAL DISTRICT, DELTA STATE

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Abstract

This study investigated the influence of family socio-economic status of married persons with the mediating effect of gender, and ownership of school on the child's formal education in Delta Central Senatorial District, Delta State. Four research questions and four null hypotheses guided the study. The participants in the study were 400 male and female students drawn from public secondary schools in the study area. A Multi-stage sampling procedure was used to draw the sample of the study. One instrument tagged socio-economic status scale (SESS) was used for data collection. The reliability coefficient of SES was determined to be 0.80 using Cronbach alpha coefficient. The research questions were answered using Simple and Multiple Regression Models. The null hypotheses were tested at .05 alpha level of significance. The results of the study revealed that family socioeconomic status and the mediating effect of gender and ownership of school has no statistically significant relationship on academic achievement of students when considered alone, but have a significant positive relationship when considered jointly. Based on the findings, it is recommended that families at all levels of the socio-economic status should provide their children with quality education and basic life needs.

Key Words: Family Socio-economic status, Gender, Ownership of School, Students' Academic Achievement.

Introduction

The 21th century demand and challenges for families, teachers and the members of the entire community is to seek how to raise and educate the children that will be responsible, knowledgeable, emotionally and socially competent. The major role of parents and the school is to understand the learners' needs, share their visions, their hopes and aspirations, their fears in order to assist them in building a successful and enduring life (Zahre, 2010). In Delta State educational system and Nigeria in general, the learners are the focal point. The behaviour and the entire wellbeing of the individual child plays a major role in the whole system. It is important therefore, for parents

and educators to understand the child's needs and work towards achieving their academic excellence in the school system.

Although studies have been carried out on the factors that predict education success or academic achievement of students, previously, the most frequently used predictors of academic achievement are measures of cognitive ability or Intelligent Quotient test (IQ) (Mishra, 2012), while the non-cognitive predictors include family, school, society, motivational factors and a host of other variables. A critical look of the students' academic achievement in Nigeria educational system reveals that there is a general concern about poor achievement in school task both at the primary, secondary and tertiary levels. Parents and teachers are now complaining about their *students' low achievement* in school. They attribute the poor achievement of the students to internal and environmental factors that is capable of impeding a child's academic achievement and their psychological wellbeing. Therefore, this present study focused on *how the economic and the social position of the family in the society they lived in as well as parental factors such as level of education, occupation and their level of income, the type of school attended by the child whether public or private secondary schools and gender influences academic achievement of secondary school students in Delta Central Senatorial District of Delta State in Nigeria.*

The effect of *parental socio-economic factors* on the Nigerian child educational success cannot be overlooked. The *child's family background* is a necessary tool in the formal learning setting. The family socio-economic status influences not only the child's behaviour but his/her academic achievement which could be predicted on family differences in terms of parent's occupation, level of education as well as level of parent's income and even family status. For instance, changing from a low income level to high income level *could improve students' academic achievement and success in later life.* Unfavorable *poor socioeconomic environment to a great extent could be capable of supporting academic failure in schools.*

The social and economic position of the family in the society, determines how the parents would view education. The adequate care that is given to the child from birth and even from the beginning has a great impact on the overall development and the achievement or performance of the child in school activities. The child needs food, clothing, love, affection, and learning materials which are the primary responsibilities of the parents (Duncan & Maggnuson, 2005). The social and economic factors of parents would determine to a large extent considered by many scholars as a plausible factor that either hinder or promote learning and students achievement. Majority of these scholars are of the view that students from a high socio-economic

background tend to achieve better in school than their counterpart (Oakes & Rossi, 2003).

Parental income level could either have positive or negative effect on the *child's academic achievement in school*. It has great effect on the child's motivation for learning. Parents who are unable to pay for their child's school fees, provide learning materials, lack of food, and even experience *overcrowding in the home tend to drop out of school and engage in risky behaviour which could have adverse effect on their academic achievement and their social and psychological wellbeing*.

Parental education is another economic factor in the family that could influence student's academic achievement, parents who are educated, intelligent and can provide favorable learning environment for their children are more likely to them to develop interest in learning and motivate them do well at school (Schultz, 2003).

Parental occupation also determines the length of time and effort a child is willing to devote to his/her school work and study. For instance, a study carried out by Odofin(2018), found out that parental occupation has a positive relationship on academic achievement of secondary school students. Studies have also shown that students whose parent's occupation falls within the group of unskilled manual tend to devote most of their time in assisting their parents to the detriment of their studies while students whose parents are professionals have enough time for their school activities and receive motivation and finance that help to promote their academic, emotional, social and behavioural development.

Education is supposed to promote the economic and technological development of Nigeria. The reverse is the case because of poor quality in our learning outcomes and the poor economic *factor in* our nation. The effect can be summed up in the following problems: students in recent times now finds it difficult to cope with their school work and real life situations because they lack the necessary assistance and encouragement given by their parents and the low standard of family economic status due to the unstable Nigerian economy as a whole. The purpose of this study is to investigate the influence of family socio-economic status and the mediating impact of gender and ownership of school on academic achievement of secondary school students. Specifically, the study was design to achieve the following objectives:

- To determine the relationship between family socio-economic status and academic achievement of senior secondary school students.
- To determine the mediating impact of gender in the relationship between family socio-economic status and academic achievement of secondary school students.

- To examine the mediating impact of ownership of school in the relationship between family socio-economic status and academic achievement of secondary school students.
- To investigate the joint impact of family socio-economic status, gender, ownership of school and academic achievement of secondary school students.

The following research questions and hypothesis were used to guide the conduct of this study.

- What is the extent of relationship between family socio-economic status and academic achievement of senior secondary school students?
- To what extent does gender mediate the relationship between family socio-economic status and academic achievement of secondary school students?
- To what extent does ownership of school mediate the relationship between family socio-economic status and academic achievement of secondary school students?
- What is the joint impact of family socio-economic status, gender, ownership of school and academic achievement of secondary school students?
- There is no significant relationship between family socio-economic status *and* academic achievement of senior secondary school students.
- There is no significant mediating effect of gender in the relationship between family socio-economic status and academic achievement of secondary school students.
- There is no significant effect of ownership of school in the relationship between family socio-economic status and academic achievement of secondary school students.
- There is no significant joint impact of family socio-economic status, gender, ownership of school and academic achievement of secondary school students.

Method

This study adopted a correlational method because it indicates the direction and magnitude of relationship between the variables. From a population of 10,452 male and female senior secondary school two students, a total sample size of 400 students were selected through the Multi-stage sampling procedure. The participants responded the questionnaire titled Family socio-economic status scale (FSESS). The average scores of each student's *academic records were used as valid and reliable measures of the*

criterion variable of academic achievement for each participant. These scores are made up of the cumulative average academic records in all school based subjects of centrally controlled examination process with a relative uniformity of standards common in every secondary school involved in this study. The research instruments have 15 items and scored on four point Scale of Strongly Agreed (4), Agreed (3), Disagree (2), and Strongly Disagreed (1). The reliability coefficient was established by Cronbach Alpha method to estimate the items internal consistency which yielded $r = .80$. The data generated from the research instruments were analyzed using Simple and Multiple Regression Statistical model. All hypotheses were tested at .05 level of significance.

Results:

Table 1: Regression Analysis of the Relationship between socioeconomic status and academic achievement among secondary school students

Source	SS	Df	MS	F	r	r ²	r ² _{adjusted}	Sig
Regression	2.091	1	2.091	.008	.005	.000	-.003	.927
Residual	98683.641	392	251.744					
Total	98685.732	393						

N =393, df = (1,393), P \geq .05 Level of significance.

As shown in Table 1, the computed Simple Correlation using Pearson Product Moment Correlation produced an $r = .005$. This provides an answer to research question 1. It revealed that there is a positive linear relationship between socioeconomic status and academic achievement among secondary school students in *Delta Central Senatorial District of Delta State*.

In order to test Hypothesis 1, the computed r value = .005 was subjected to an F-test Statistic as shown in Table 1. The calculated $F = .008$, df (1,393), $P \geq .05$ level of significance. Therefore, the null hypothesis 1 which states that there is no significant relationship between family socio-economic status and academic achievement among secondary school students was accepted. The finding is that *there is no significant relationship between family socio-economic status and academic achievement among secondary school students in Delta Central Senatorial District of Delta State*.

The computed r^2 adjusted = -.003 which shows that socioeconomic status variable accounted for 0.3% amount of variance in academic achievement. This indicates that there is little or no change of the amount of variance accounted for by family socioeconomic status in academic achievement among senior secondary school students. The conclusion is drawn that *family socioeconomic status has no significant positive linear*

relationship with academic achievement among the students involved in this study.

Table 2: Regression Analysis of the mediating impact of gender in the Relationship between socioeconomic status and academic achievement among secondary school students.

Source	SS	Df	MS	F	r	r ²	r ² adjusted	Sig
Regression	159.614	1	159.614	.635	.040	.002	.000	.426
Residual	98526.118	392	251.342					
Total	98685.732	393						

N =393, df = (1,393), P \geq .05 Level of significance.

As shown in Table 2, the computed Simple Correlation using Pearson Product Moment Correlation produced an $r = .040$. This provides an answer to research question 2. It revealed that there is a positive linear relationship between gender and academic achievement among secondary school students in Delta Central Senatorial District of Delta State.

In order to test Hypothesis 2, the computed r value = $.040$ was subjected to an F-test Statistic as shown in Table 2, the calculated $F = .635$, df (1,393), $P \geq .05$ level of significance. Therefore, the null hypothesis 2 which states that there is no significant mediating impact of gender in the relationship between family socio-economic status and academic achievement among secondary school students was accepted. The finding is that there is no significant relationship between gender and academic achievement among secondary school students *in Delta Central Senatorial District of Delta State*.

The computed r^2 adjusted = $.000$ which shows that gender mediating variable accounted for 0% amount of variance in academic achievement. This indicates that there is no change of the amount of variance accounted for by gender in academic achievement among senior secondary school students. The conclusion is drawn that gender did not significantly mediate family socioeconomic status and academic achievement of secondary school students.

Table 3: Regression Analysis of the mediating effect of ownership of school in the relationship between socioeconomic status and academic achievement among secondary school students.

Source	SS	Df	MS	F	r	r ²	r ² adjusted	Sig
Regression	3286.917	1	3286.917	13.506	.183	.033	.031	.000
Residual	95398.815	392	243.364					
Total	98685.732	393						

N =393, df = (1,393), P \leq .05 Level of significance.

As shown in Table 3, the computed Simple Correlation using Pearson Product Moment Correlation produced an $r = .183$. This provides an answer to research question 3. It revealed that there is a positive linear relationship between ownership of school and academic achievement among secondary school students in Delta Central Senatorial District of Delta State.

In order to test Hypothesis 3, the computed r value = $.183$ was subjected to an F-test Statistic as shown in Table 3, the calculated $F = 13.506$, $df (1,393)$, $P \leq .05$ level of significance. Therefore, the null hypothesis 3 which states that there is no significant mediating effect of ownership of school in the relationship between family socio-economic status and academic achievement among secondary school students was rejected. The finding is that there is a significant relationship between ownership of school and academic achievement among secondary school students in Delta Central Senatorial District of Delta State.

The computed r^2 adjusted = $.031$ which shows that ownership of school variable accounted for $.31\%$ amount of variance in academic achievement. This indicates that there is a change of the amount of variance accounted for by ownership of school in academic achievement among senior secondary school students. *The conclusion is drawn that ownership of school significantly mediates family socioeconomic status and academic achievement of secondary school students.*

Table 4: Regression Analysis of the joint influence of family socio-economic status, gender, ownership of school and academic achievement among secondary school students.

Source	SS	Df	MS	F	R	R ²	R ² adjusted	Sig
Regression	4416.919	3	3286.917	3.636	.212	.045	.033	.003
Residual	94268.813	390	243.364					
Total	98685.732	393						

ANOVA

Model	B	S.E	B	T	Sig
Constant	37.615	7.627		4.932	.000
Socioeconomic status	-.448	1.640	-.014	-.272	.786
Gender	1.391	1.577	.044	.882	.004
Ownership of school	6.520	1.859	.176	3.506	.001

N = 393, df = (3,390), $P \geq .05$ Level of significance.

As shown in Table 4, the computed Multiple Correlation using Pearson Product Moment Correlation produced an $R=.212$. This provides an answer to research question 4. It revealed that there is a positive linear relationship among socioeconomic status, gender, ownership of school and academic achievement of secondary school students in Delta Central Senatorial District of Delta State.

In order to test Hypothesis 4, the computed R value = .212 was subjected to an F-test Statistic as shown in Table 3, the calculated $F=3.636$, $df(3,390)$, $P\geq.05$ level of significance. Therefore, the null hypothesis 4 which states that there is no significant joint impact among family socio-economic status, gender, ownership of school and academic achievement of secondary school students was accepted. The finding is that there is *a significant relationship among family socioeconomic status, gender, ownership of school and academic achievement of secondary school students in Delta Central Senatorial District of Delta State.*

The computed R^2 adjusted = .033 which shows that socioeconomic status, gender, ownership of school variables *jointly accounted for .33% amount of variance in academic achievement.* This indicates that there is a change of the amount of variance accounted for by all the variables in academic achievement among senior secondary school students. *The conclusion is drawn that family socioeconomic status, gender and ownership of school have a significant joint positive relationship with academic achievement of secondary school students.*

Discussion

The findings of the study revealed that there is no significant relationship between socioeconomic status and academic achievement among secondary school students in Delta Central Senatorial District of Delta State of Nigeria.

In this current research finding, it would appear that families from low socioeconomic background have a strong desire to make sacrifice for the provision of education to their children. This set of parents, most often provide strong motivation and psychological support to their children to enable them compete favorably with their counterparts from higher socioeconomic background in their academics.

This is inconsistent with several studies within the reviewed literature (Suleman, Aslam, Shakir, Akhtar, Hussain & Akhtar, 2012 and Avwata, 2005) they reported that those children whose family socioeconomic status was strong show better academic achievement while those with low socioeconomic status showed poor and unsatisfactory academic achievement. Okorodudu and

Ossia, 2006 are of the view that gender have no significant impact on secondary school students' academic achievement

Conclusion

As a result of the findings in this research study the following conclusions were arrived at.

Family socioeconomic status had no significant linear relationship with academic achievement of students. No significant mediating impact existed between gender, ownership of school in the relationship between family socioeconomic status and students' academic achievement. Similarly, a significant joint positive relationship was found among family socioeconomic status, gender, ownership of school and academic achievement of students.

Recommendations

The following recommendations were made as a result of the findings that emerged from the study.

1. Parents and teachers cooperate in providing enriching environment for students to be well adjusted academically and responsible living as this could improve or hinder their academic achievement.
2. It is recommended that educationist should not depend on only one factor as determinants of academic achievement, but on a combination of factors.
3. It is also recommended that families at all levels of the socio-economic status should provide their children with good education and basic needs.

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