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Impact of Parental Background Support in relation to Education, Income and Academic Performance of Public Senior Secondary School students in Sokoto state, Nigeria

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Abstract

The paper explained the concept of school violence in secondary school and the causes of school violence which include; desperation and despair, mob spirit, hatred and jealousy, alcohol and drug abuse, lax criminal-justice systems, false religion, low self-worth, witnessing violence in the home and many others. It also talked on the types of violence such as violence of teacher to student, intimidation, exclusion, sexual violence and so on. The paper also highlighted the effects school violence on students' academic performance which leads to internalize abuse-related distress as a harsh consequence to poor academic performance. It also highlighted some measures to adopt in minimizing school violence which includes adaptation of physical security measures, implement policies designed to prevent violence. Conclusively, there is an increase need to address the effects of violence on academic progress and pro-social classroom behaviour of students.

Keywords: School Violence, Implications and Academic Performance

Introduction: Secondary education, a multifaceted process may be studied from various perspectives. It cannot be studied minutely and deeply in isolation. It is based on various sociological, political, financial, economic and familiar factors. Like all levels of education, the key aim of this education is not just to produce academically processed pupils, but autonomous individuals capable of contributing to their societies and lead dignified happy lives. In this regard, secondary education has vital role to play.

Al-kamil (2005), in a study of factors affecting academic performance of intermediate children in Basrah. Al-Kamil found that mother and father education are significantly affecting school performance of their children. The study reveals that the children performance improved with the increase in the educational level of their fathers. Mother's education was significantly affecting school performance of children where 41.3% of pupils of illiterate or just literate mothers had passed the exam compared to 88.2% of those whose

mothers had higher education. The difference for both father and mother was statistically highly significant ($P < 0.01$). The influences of parental level of education is defined by the amount of help that children receive from their parents. Eamon (2005) states that the father's education has significant influence on academic performance. The result showed that as the father's level of education increases, so does the scores of students.

Akanle and Muhammad (2008), reveals a positive correlation between income of parents and academic performance of students in their study on socio-economic factors influencing students' academic performance in Nigeria. The study with a target population of 60 male students and 60 female students from three selected secondary schools in the area revealed that insufficient parental income, family type and lack of funding by governments are factors influencing students' academic performance. The study revealed a significant difference in parental income and provision of needs and academic performance of students because a calculated t-value of 0.974 was obtained at a significant level of $p > 0.05$. It is found that schools funding affects academic performance of students.

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Statement of the Problem: There are many correlates of secondary education attainment and achievement that one could look at, but in this study, the researcher has taken parental background support in relation to parental level of education, income, as determinants of academic performance of children. It has been observed by the researcher that, students of lower socio-economic families have fewer educational opportunities than those from middle and upper class families in Sokoto state. Despite the current governmental effort to bring education closer to the doorstep of every Nigerian child, the effort is still facing a lot of challenges. These challenges which include the above mentioned variables, tend to bring about different types of academic experiences and different degrees of success and failure in schools in the state.

Therefore, the main thrust of this study was to examine the relationship between parental educational level and income in relation to senior secondary schools student academic performance.

Research Questions

The research questions were:

1. Is there any relationship between parental educational level and students' academic performance?

2. Is there any relationship between parental income and students' academic performance?

Research Objectives

The objectives of this study are:

1. To find out if there is any relationship between parental educational level and students' academic performance.
2. To find out if there is any relationship between parental income and students' academic performance

Research Hypothesis

The following Null hypothesis has been formulated to further strengthen the findings:

1. There is no significant relationship between parental educational level and students' academic performance.
2. There is no significant relationship between parental income and students' academic performance.

Theoretical Framework: The idea behind a theory is to clarify and to have guiding principles as well as direction for the explanation and interpretation of social phenomenon. Similarly, a sociological theory is a set of ideas which tends to provide an explanation to human society. Tischer in Mahuta and Inuwa (2008) is of the view that behavior exist in every sector of the social system, thus, every action is related to one theory or the other. Theoretical approach therefore, examines particular social phenomenon in respect to classes of theories in sociology.

The study was based on conflict theory, which sees the purpose of education as maintaining social inequality and preserving the power of those who dominate society. Conflict theorists agree that the educational system practices sorting, and argue that schools sort along distinct class and ethnic lines. According to conflict theorists such as Leon Trotsky, Karl Kautsky school trains those in the working classes to accept their position as a lower-class member of society. Conflict theorists call this role of education the "hidden curriculum".

Conflict theorists such as Meighan and Siraj-Blatchford (2004) see education not a social benefit or opportunity, but a powerful means of maintaining power. They argued that teachers treat lower-class students like less competent students, placing them in lower "tracks" because they generally have fewer opportunities to develop language, critical thinking, and social skills prior to entering school than middle and upper class students. When placed in lower tracks, lower class kids are trained for blue collar jobs emphasis on obedience and following rules rather than autonomy, higher order thinking, and self-expression. Likewise, children from low socio economic status will be given equal treatment as lower class students in the school and society at large, compared with those from high socio-economic status. They point out that while private schools are expensive and generally reserved for the upper classes, public schools, especially those that serve the poor are underfunded, understaffed, and growing worse. Schools are also powerful agents

of socialization that can be used as tools for one group to exert power over the others. For example, demanding that all students learn English, schools are ensuring that English speakers dominate students from non-English speaking backgrounds. Many conflict theorists argue, however that schools can do little to reduce inequality without broader changes in the society (e.g. creating a broader base of high paying jobs or equalizing disparities in the tax base communities).

Research methodology: The research design adopted for this study was correlational research design, under the descriptive survey method that is concerned with determining or measuring the degree of relationship between two or more variables for making predictions about relationship.

The population of the study is all the public senior secondary school students in Sokoto State. There are eighty (80) public senior secondary schools in Sokoto State, with a total population of eighty five thousand six hundred and forty (85,640) students, and twenty two thousand, one hundred and seventy five (22,175) as the total population of SS II students.

Table 1: Distribution of Population by Educational Zones.

Education Zones	No of schools	Total population of SS II
Sokoto South	19	8,252
Sokoto North	16	4,139
Bodinga	9	2,415
Yabo	11	2,055
Goranyo	14	2,452
Gwadabawa	11	1,723
Total	80	22,175

Source: Field work 2014

A total number of twelve (12) public senior secondary schools, with three thousand four hundred and twenty eight (3,428) as the population of the SS II students, are purposively selected within the six educational zones, to represent the total population of senior secondary school students in Sokoto State. A sample of three hundred and seventy nine (379) respondents were selected using krejcie and Morgan (1970) table for determining sample size. Subsequently, a proportionate selection of respondents was carried out in each of the selected school The instruments used for collecting data for this study were: qualitative instrument which include focus group discussion guide, measure of academic performance and quantitative a self-designed questionnaire titled 'Students Questionnaire on parental educational level, income and students' academic performance, both the instruments were validated by the supervisory team and some experts within and outside the faculty of education and extension services.

The 20 item questionnaire was validated by the supervisory team and the reliability was obtained by pilot testing conducted in five secondary schools within Sokoto metropolis with a representative sample of sixty students, whom are not part of the sample of the research. After administering, scoring using Pearson Product Moment correlation Co-efficient Alpha

level 0.83 was obtained. Regarding the validity of the qualitative research instrument (Focus Group Instrument), this depend on the researcher’s point of view and discretion bearing in mind that this study relates to the extent at which the result of the study reflects the problem he/she sought to explore and understand, while the validity of the twenty self-designed item for the achievement test was obtained by scrutiny, screening and correction of the test items by English and Mathematics teachers in secondary schools who happen to be experts in the subjects. However, the reliability of the focus group discussion guide became more apparent after thorough vetting by the research supervisors. To obtain reliability of the achievement test, a test retest was conducted in five secondary schools within the metropolis with a representative sample of sixty students used. The data were collected through personal visitations to the areas of study by the researcher where the three mentioned instruments were administered.

Method of Data Analysis: The data obtained in this study were statistically analyzed to determine the relationship between parental background support, teacher competence, and school climate and the academic performance of students. The data treatment and analysis of the hypotheses were done using the Statistical Package for Social Sciences (SPSS) version 20.0.

Qualitatively, the analysis involved detailed description of data that were collected through Focus Group Discussion (FGDs), the data were transcribed into writing. The researcher gave a detailed description through analyzing by coding and classifying the data that were contained in responses. Thus, a thematic data analysis was employed to identify and analyze pattern themes and sub-themes within the data (Gery and Russell, 2003).

The quantitative data collected was analyzed using Pearson Product Moment Correlation Co-efficient. Hypotheses 1 and 2, were analyzed using Pearson Product Moment Correlation Co-efficient. A null hypothesis was employed for this study, therefore, 0.05 percent significant level was obtained, which means there is 5 percent tendency for making mistakes.

Quantitative Data Presentation and Analysis:

The descriptive statistics of the findings of the study were presented in tables.

H₀₁ *There is no significant relationship between parental educational level and students’ academic performance.*

The hypothesis was tested by subjecting the scores on parental educational level and students’ academic performance to Pearson’s correlation analysis as shown in table 2

Table 2: Relationship between parental educational level and student’s academic performance.

Variables	N	Mean	Std. Deviation	r-Cal	p-Value	Decision
Parental Educ. Level	379	20.56	3.64	.230	.000	H ₀ Rejected
Academic Performance	379	17.47	4.68			

From the result of table 2, parental educational level and students' academic performance were positively related and significant, Pearson's $r(377) = .230, p = .000$. This indicates a significant relationship between parental level of education and students' academic performance because the p-value is less than the .05 level of significance. Therefore, H_{01} which states that there is no significant relationship between parental educational level and students' academic performance was rejected.

H_{02} *There is no significant relationship between parental income and students' academic performance.*

The hypothesis was tested by subjecting the scores on parental income and students' academic performance to Pearson's correlation analysis as shown in table 3.

Table 3: Relationship between Parental Income and Students' Academic Performance.

Variables	N	Mean	Std. Deviation	r-Cal	p-Value	Decision
Parental Income	379	19.06	4.08	.392	.000	H ₀ Rejected
Academic Performance	379	17.47	4.68			

From the result of table 3, parental income and students' academic performance were positively related and significant, Pearson's $r(377) = .392, p = .000$. This indicates a significant relationship between parental income and students' academic performance because the p-value is less than the .05 level of significance. Therefore, H_{03} which states that there is no significant relationship between parental income and students' academic performance was rejected.

Research Question One

Parental educational level and students' academic performance:

The Focus Group Discussion (FGD) reveals that the children from well educated (OND, NCE, DEGREE and above) parents performed better academically than the children from the other groups (Artisans, primary certificate and SSCE leaves), it was found that parents who reached a certain level of education had the ability to assist children in doing school homework and assignment. The findings also indicated that parents who reached secondary education or higher education level knew the need for buying books, models and maps for their children. This was revealed by a respondent whose mother is a well-educated person:

My mother knows I am supposed to do homework at home every evenings and weekends. She took the responsibility of giving me books and other requirements. She used to assist me adequately. She encourage me to work hard in studies, she share with me her personal experience when she was a student and tell me about respected scholars and academicians in the world (student, SS II age 17 Sani Dingyadi unity sec. sch. 12- 11-14).

The information from respondent one indicated that there is parental social and academic support, parental involvement and encouragement in the family, as result of this; the children perform effective in their academic performance.

The position of this respondent indicates parental social and economic support, encouragement and involvement, which positively affect student academic performance. Parents with high income support their children by providing them with pleasant environment, educational toys and materials to go to private school with high staffing ratio and also to receive stimulating experiences such as educative travels. Parents' income to a large extent determines the types of education their children will have.

Research Question Two

Parental income and students' academic performance

Respondent two a girl from low socio-economic status also reveals that:

After school hours, I always go on hawking for my mother, we use to sell commodities such as soap, detergent, jelly and so many other things, more especially on weekend basis. If I go out from morning till evening I will just be out there roaming round the street and houses to sell for my mother, we do this in order to add to the family income. I don't normally have time for my homework or assignment throughout the weekend, and this seriously affect my academic performance. Even if I complain, my mother does not care sometimes she even beat me up if I refused to go hawking (Student, SS II aged 16, Govt. day sec. sch. Achida 22-11-14).

The above quotation indicates lack of parental socio-economic support, encouragement, child labour and parental involvement which negatively affect the child academic performance. There is high risk of educational underachievement for children who are from low income housing circumstances. Children from low income families are at higher risk than advantaged or high income children for retention in their grades, due to the poverty level of the parents. It seems that children whose families have income below poverty level are far less successful educationally than children who live in families with income above poverty level. The low income of the parents hampers effective provision of secondary education. Parents with low income status fail to provide their children with basic requirement for school which includes text books, pens, pencils, proper nutrition and supportive environment for learning.

Therefore, students from low income families lack consistent attendance to school, likewise the disadvantaged students may come to believe that doing well in school is impossible as many friends and relatives never finished school. In low income families there may be socialization experiences that promote competitiveness and reliance on external support. So also, students may wear old clothes, speak in dialect or be less familiar with books and school activities, teachers and other students may assumed that those students are not bright and this will make the teachers to avoid calling them to answer questions in the classroom in order to protect them from embarrassment of giving wrong responses. This

makes these students to be less attentive and do not concentrate on what is being taught, and in the end, they come to believe that they are not very good at school work. This situation makes them perform poorly in the subjects and sometimes drop out from school because they are affected psychologically.

Summary of the Major Findings

The following are the major findings of the study:

1. Parental background support in relation to educational level has relationship with student's academic performance. This suggests that students' academic performance can be influenced by the level of parent's education.
2. Parental background support in relation to income level has relationship with student's academic performance because it determine the type of school, school material to be provided by the parents and the general commitment towards students success.

Discussion of findings: The findings of this study leading to the rejection of hypothesis (H_{01}) was buttressed in table 1. Which shows that the students' academic performance is related to their parental background support in relation to level of education, Parsons (377) = .230, P-value = .000. This indicates a significant relationship between parental level of education and students' academic performance because the p-value is less than the .03 level of significance. Therefore, hypothesis (H_{01}) which states that there is no significant relationship between parental educational level and students' academic performance was rejected. This means that there is a significant relationship between parental level of education and the academic performance of public senior secondary school students in Sokoto State. It shows that the more the parental level of education, the more likely they will do all that they can to assist their children to achieve good academic performance in their studies. Highly educated parents are more likely to support their children with all the required learning materials, supervise their children's studies and send them to good schools where they can get quality education and perform academically up to expectations. While on the other hand, the less the educational level of parents, the less they are likely to supervise and support their children for better academic performance.

The finding of hypothesis two (H_{02}) which accepted that there is no significant relationship between parental background support in relation to income and students' academic performance was rejected. From the result of table 2, parental income and students' academic performance were positively related and significant, Parsons r (377) = .392, p-value = .000, this indicates a significant relationship between parental income and students' academic performance because the p-value is less than the .05 level of significance. Therefore, H_{02} which states that there is no significant relationship between parental income and students' academic performance was rejected.

This states that there is a significant relationship between parental income and student's academic performance. Which means that parents with higher income have the means to enhance their children's academic performance as they can afford to send them to the best schools and also pay for private extra lessons to assist and supplement what their children

learnt from schools. Parents with low income may be unable to afford expensive elite schools for their children. Such parents mostly send their children to the nearest public school, which may not only be dilapidated but lacking teachers too. Even where the children are weak, they might be unable to afford to assist their children with private tutoring to enhance their academic performance.

Conclusion: Based on the data collected, analyzed and interpreted, as well as the findings, it can be concluded from the study that:

1. The highly educated parents have the tendency to support their children to achieve good academic performance by providing the children with the required learning materials, sending them to good schools where they can have quality education, and also support them morally in order to perform academically up to expectation. While the less the educational level of parents, the less they are likely to supervise and support their children for better academic performance.
2. There is significant relationship between parental income and student's academic performance. This means that parents with high income are more likely to support their children academic performance. This is because they can afford to send them to the best schools and also pay for private extra lessons to assist and supplement what their children learnt in school. While the low income parents may be unable to afford expensive elite schools for their children, rather they send them to the nearest public schools which are not only dilapidated but also lacking in good teachers.

Recommendations:

Based on the findings of the study, the following recommendations were made:

1. It is recommended that parents should be sensitized, mobilized to see the value and relevance of education. This will enable the parents to have positive view of their children education.
2. It is recommended that job creation and awareness should be given more priority, and also the standard of civil servants salary should adjusted in order to meet up with the present challenges of economic demands. This will assist the parents to support good academic performance.

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