Influence of Socio-Economic Factors of Parents on the Academic Performance of Seconary School Students in Egor Local Government Area, Edo State Nigeria

By

Ewemade Lydia Asemota
Department of Social Work, Faculty of Social Sciences, University of Benin, Benin City Edo State, Nigeria
Onlyede123@gmail.com
+2348035649702

Abstract

The study examined the influence of socioeconomic factors on the academic performance of students in Egor Local Government Area, Edo State. The study explored two objectives which were: the relationship between family income and students' academic performance in Egor Local Government Area and the impact of parental educational level on student academic achievement in the study area. The paper adopted Educational Productivity theory, propounded by Walberg in 1988, the theory focuses on the influence of parents on children academic success. The study encompassed teachers and students from six selected schools—three public (Federal Government Girls College, Adolor College, Uwelu Secondary School) and three privates (Enina Group of Schools, Hill Top Comprehensive School, UBTH Staff School)—with a total population of approximately 4,313 students. The sample size comprised 400 research participants, surveyed using structured questionnaires. findings indicate that socioeconomic factors significantly impact academic achievement. Higher parental income correlates with better academic outcomes due to increased access to educational resources and a conducive learning environment. Similarly, parental education levels and occupation influence students' performance, with educated and professionally employed parents fostering a supportive learning environment at home. Recommendations include equitable resource distribution, targeted financial aid programs, promoting parental education, and establishing community-based support initiatives. Additionally, investing in teacher training and school-based interventions is crucial to mitigating the impact of socioeconomic factors on academic achievement.

Keywords: Academic, Achievement, Conducive environment, Inequalities Influence

Background to the Study

Education is widely recognized as a fundamental pillar for personal development and societal progress. Academic performance, as a crucial indicator of educational achievement, has garnered significant attention from researchers and educators alike. It is well-established that various factors, including socio-economic status, significantly influence students' academic outcomes. Socio-economic factors encompass a range of characteristics related to an individual's or family's economic posit
ion and social standing, such as income, parental education level, occupation, and access to resources. Education plays a vital role in the development of human capital and is linked with an individual's wellbeing and opportunities for better living, (Battle & Lewis 2002).

According to the human capital theory, investing in education results in the development of human capital, which is a crucial component of economic growth. Education and training

change human capital by passing on abilities and useful information. However, a number of socioeconomic factors have an impact on academic success. According to Mumiukha et al. (2015), the determinants might include family history, the learning environment, and government action. Socioeconomic aspects will be explored in the context of this study in connection to academic achievement (Baranowska-Rataj et al., 2015). Family size, parental education level, and household income are examples of socioeconomic characteristics. A sociological study can explain the connection between socioeconomic conditions and children's academic achievement (Ghaemi & Yazdanpanah, 2014).

Socioeconomic variables strongly influence academic achievement of school-age children in Nigeria. According to Nyakan and Yambo (2016), poor family finances and large family sizes, which frequently have an impact on students' academic achievement, are likely the cause of failure to pay school levies. Parental poverty is a significant barrier to children' growth and performance in the classroom. A number of socioeconomic indicators present in parents, families, and networks can be used to predict students' academic achievement (Michubu,2013). Although the socioeconomic determinants that affect academic achievement in public primary schools may differ, research in the context of the Egor Local Government Area, Edo State, is necessary.

In the quest for educational fairness and social justice, research on how socioeconomic circumstances affect students' academic achievement is crucial. Understanding the intricate interactions between socioeconomic determinants and academic performance will enable educators and politicians to develop a more supportive and inclusive educational system as this study field develops. The entire potential of every student may be unlocked by society by tackling socioeconomic inequalities, enabling a better and more prosperous future for all. Education is frequently seen as the foundation of both individual growth and social advancement since it gives people the skills they need to succeed in life and give back to their communities. Academic performance, as a primary indicator of school accomplishment, is crucial in determining students' chances and success in the future. However, academic outcomes are not solely the result of individual effort; rather, they are influenced by a myriad of factors, including socio-economic status.

Socio-economic factors encompass various characteristics, such as family income, parental education level, occupation, and access to essential resources. Understanding the significance of studying the influence of these socio-economic factors on students' academic performance is crucial for creating a more equitable and inclusive educational system.

The recognition of educational equity is one of the main justifications for investigating the impact of socioeconomic conditions on academic achievement. Research repeatedly shows that children from economically disadvantaged households experience particular difficulties that have an impact on their academic results. By examining how socioeconomic status affects students' performance, educators and politicians may pinpoint and remove the obstacles preventing these pupils from achieving academic success. Targeted interventions may level the playing field and provide every youngster with an equal chance to succeed academically.

Objectives of the Study

The main objective of the study was on the influence of socio-economic factors of parents on the academic performance of secondary school students in Egor Local Government Area. The specific objectives were to:

1. examine the relationship between family income and students' academic performance in Egor Local Government Area.
2. assess the impact of parental education level on students' academic achievements in Egor Local Government Area.

Literature Review

Education is a fundamental pillar of societal development, empowering individuals with knowledge and skills essential for personal growth and economic prosperity. Individual, economic, societal, and cultural growth are all related to education. It serves as a catalyst for societal improvement. Consequently, academic achievement might be described as a result of education, or the extent to which a student has met the goals set by the school (Agarana & Ehigbochie, 2015). Students are the most valuable assets of any institution; hence the character and standards of a university are decided by the academic achievements of its students (Agarana & Ehigbochie, 2015). Academic success has been acknowledged as a measuring stick for evaluating pupils' cognitive ability. It serves as a reflection of a nation's educational system (Shah et al., 2011). Academic success reveals students' levels of competency, knowledge, and identity as well as their degree of effort and other variables. A sound education results in strong academic achievement, which can enhance students' worth, keep them away from criminal activity, expose them to a wide range of options, lessen danger, and boost their self-esteem in society. Therefore, a solid education that results in strong academic success should be the top focus of every parent and student.

However, a lot of students continue to struggle to earn decent scores, and some are having trouble maintaining their already-earned grades. From the available literature, there are several causes that might be to blame for this, but socioeconomic issues have been repeatedly emphasized (Adegoke, 2013; Okioga, 2013; Oladipupo et al., 2014). This implies the need of having a thorough understanding of these socioeconomic elements and the degree to which they affect students' academic achievement. A decision support system is a computerized information system with a focus on a certain topic that aids in decision making (Nomusa, 2009). Therefore, having access to a decision support system will help students make the best choice about their participation in such socioeconomic aspects.

Impact of Parental Education Level on Students' Academic Achievements

The impact of parental education level on students' academic achievements has been extensively studied, and research consistently shows that parental education plays a crucial role in shaping educational outcomes. It is important to note that while parental education level is an influential factor, it interacts with other individual and contextual variables, such as students' own motivation, cognitive abilities, teacher quality, and school resources, in determining academic achievements. Scholars have highlighted that there are numerous ways in which parental educational level can help to influence the academic performance of their children. These include the following:

1. Educational Support and Involvement**:** Parents with higher levels of education often possess a better understanding of the importance of education and are more likely to be actively

involved in their children's academic lives. They can provide educational support, help with homework, and engage in discussions about school-related topics, which positively influences their children's academic performance (Hill et al., 2004).

2. Role Modeling**:** Parents with higher educational attainment serve as positive role models for their children. They demonstrate the value of learning and the rewards of educational achievement, inspiring their children to take academics seriously and strive for success (Davis-Kean, 2005).

3. Expectations and Aspirations: Parents with higher levels of education tend to have higher expectations for their children's academic achievements. They are more likely to encourage their children to pursue higher education and have ambitious career goals, which can motivate students to perform better academically (Eccles & Harold, 1996).

4. Language and Communication Skills: Parental education can influence the language and communication skills used in the home environment. Children of well-educated parents are often exposed to a more extensive vocabulary and better language usage, which can enhance their literacy and communication abilities, positively impacting academic achievement (Hoff, 2003).

5. Access to Learning Resources: Parents with higher education levels are generally more aware of available learning resources and opportunities for their children. They may have better access to books, educational materials, and enrichment programs that can support their children's learning and intellectual development (Flouri, 2006).

Theoretical Framework

This research was based on Walberg's (1998) theory of Educational Productivity that postulates that schools are the focal point for the positive influence on a student's academic success. There are many more factors in achieving success outside the realm of curriculum, and instructional strategies and practices. Community support, parental involvement, and the psychological characteristics of pupils also play a critical role in the academic achievement of all pupils. Walberg's theory is useful in determining the different factors that affect academic achievement (Walberg, 2003). Walberg stated that the most important factor of academic success for pupils from low socioeconomic status is the home environment (Sun, Bradley & Akers, 2012). It is more crucial than other factors affecting academic achievement, such as parental income and education. Schools cannot change the factors of parental education and income but can have a positive effect on the home environment by educating and working with parents. Walberg's opines that families from a high socio-economic background are more involved in the educational process than those from a low socio-economic background.

The theory postulates that the success of a student's academic achievement is strongly dependent upon parental involvement. These individuals need to have parental involvement in their academic journey in order to attain a high level of educational success. Parental involvement in pupils' academic work may result to higher grades and test scores, long-term academic achievement, positive attitudes and behavior, more successful programs, and more effective schools. From Walberg's (1998) theory, it is evident that there is strong linkage between pupils' academic achievement and their socio-economic background. This theory is relevant to the current study as the researcher uses it to conceptualize that the student's academic achievement may be influenced by the parent's income, education level of parents and family size. Similarly, other factors which have a bearing on pupils' academic achievement.

Research Methodology

Due to the nature of the study, the descriptive research design was adopted in this study. A descriptive research design is a type of research design used to systematically describe and present the characteristics, behaviors, or phenomena of a particular subject or group. A descriptive survey research design can be an effective approach to study the influence of socio-economic factors on the academic performance of students. The populations of this study were all the teachers and students from six selected schools, of which three were public and three were private schools in Egor Local Government Area, Edo State. The public schools conveniently selected were Federal Government Girls College, Adolor College and Uwelu secondary school. Meanwhile, the selected private schools were Enina group of schools, Hill Top comprehensive school and UBTH staff school. The population of the selected schools was approximately four thousand, three hundred and thirteen (4313).

A sample of four hundred (400) respondents was adopted in this study. The sample schools and students were selected on the Simple Random Sampling methods (SRS). The sample selection was based on the higher secondary school students' enrolments in the government, government-aided and private secondary schools. The quantitative method of data collection method was utilized in this study. Three trained research assistants assisted by giving the questionnaire to the respondents. The quantitative method aided the researcher to elicit information from the research participants with the use of the questionnaire.

Data Presentation

Table:1: Socio-demographic characteristics of participants N=400

Socio-demographic characteristics	**Response**	**Frequency**	**Percentage**
Sex	Male	136	34
	Female	264	66
Religion	Christianity	305	76.3
	Islam	95	23.7
	ATR	-	-
Age (years)	Below 10 yrs	-	-
	10-12 yrs	77	19.3
	13-15 yrs	144	36.0
	16-18 yrs	107	26.8
	19 yrs and above	31	7.8
Class	JSS1	29	7.3
	JSS2	53	13.3
	JSS3	73	18.3
	SS1	70	17.5
	SS2	98	24.5
	SS3	76	19.0
	No formal education	51	12.8

Parent's or guardian's highest level of education	Primary education	84	21.0
	Secondary education	126	31.5
	Tertiary education	139	34.8
Parents or guardians' occupational status?	unemployed	89	22.3
	Self-employed	234	58.5
	Public servant	64	16.0
	Others	13	3.3
Ethnic group	Benin	115	28.8
	Hausa	36	10.5
	Igbo	74	18.5
	Yoruba	83	20.8
	Others	92	23.0
Total		**400**	**100**

Source: field work, 2024

Table .1 shows that from the 400 participants, 136(34%) were males while 264(66%) were females. The analysis also shows that 305(76.3%) of the respondents were Christians while 95(23.8%) were Muslims and no respondent practiced African traditional religion. The result from the analysis above therefore shows that majority of the respondents practiced Christianity. The analysis above also showed the ages of participants (in years) in the study area. Of the 400 participants, no student was below the age of 10 years, 77(19.3%) of the respondents were within the age of 10-12 years old, 144(36%) of the respondents were within 13-15 years, 107(26.8%) of the respondents were within the 17-18 years and 31(7.8%) of the respondents were 19 years or older.

The analysis therefore shows that majority of the respondents were within 13-15 years old in the study. Participants were also asked their class. Of the 400 respondents, 29(7.9%) responded that they were in JSS1, 53(13.3%) of the respondents stated that they were in JSS2, 73(18.3%) of the respondents stated that they were in JSS3, 70(17.5%) of the respondents stated that they were in SS1, 98(24.5%) of the respondents stated that they were in SS2 and 76(17%) of the respondents stated that they were in SS3. It can be deduced from the analysis that majority of the respondents were in SS2 while the least respondents were in JSS1. Additionally, parents or guardians' highest level of education of the respondents were asked. Of the 400 participants, 51(12.8%) of the respondents stated that their parents or guardians had no formal education, 84(21%) of the participants stated that their parents or guardians had primary school education, 126(31.5%) of the participants stated that their parents or guardians had secondary school education and 139(34.8%) of the participants stated that their parents or guardians had tertiary education. Participants were also asked their parents or guardians occupational status.

The analysis in table 1 above shows that 89(22.3%) of the participants stated that their parents or guardians were unemployed, 234(58.5%) of the participants stated that their parents or guardians were self-employed, 64(16%) of the participants stated that their parents or guardians were public servants, while 13(3.3%) of the participants stated that their parents or guardians belonged to other economic status. Lastly, participants were also asked their ethnic

groups. Of the 400 participants, 115(28.8%) of the participants stated that they are Benin, 36(10.5%) of the participants stated that they are Hausa, 74(18.5%) of the participants stated that they are Ibo, 83(20.8%) of the participants stated that they were Yoruba while 92(23%) stated that they belong to other ethnic groups. Based on the analysis above, it can be seen that majority of the respondents were of the Benin ethnic group. This may be due to the fact that the study was conducted in the locality mainly occupied by the Benin ethnic group.

Table 2: What is the relationship between family income and students' academic performance in Egor Local Government Area

S/N	STATEMENT	RESPONSES										TOTAL	
		SA		A		UD		D		SD			
		No	%	No	%	No	%	No	%	No	%	No	%
1	My family's income level allows for access to essential educational resources, such as textbooks and learning materials	167	41.8	130	32.5	23	5.8	34		46		**400**	**100**
2	Financial constraints at home negatively impact my academic performance	201	50.3	111	27.8	-	-	27	6.8	61	15.3	**400**	**100**
3	Students from higher-income families have an advantage in their academic performance compared to students from lower-income families.	107	26.8	109	27.3	76	19	56	14	52	13	**400**	**100**
4	My family's income level affects my ability to participate in extracurricular activities, which may impact my overall academic development	195	48.8	132	33	8	2	29	7.3	36	9	**400**	**100**

Source: field work, 2024

The analysis in table 2 above shows the relationship between family income and students' academic performance in Egor Local Government Area. Participants were asked four closed-

ended questions in other to analyze the above objective. First, participants were asked if family's income level allows for access to essential educational resources, such as textbooks and learning materials. From the result of the above analysis, 167(41.8%) of the participants strongly agreed to the term, 130(32.5%) of the participants agreed to the term, 23(5.8%) were undecided to the term, 34(8.5%) of the participants disagreed to the term, and 46(11.5%) of the participants strongly disagreed to the term. Based on the analysis above, the result therefore showed that family's income level allows for access to essential educational resources, such as textbooks and learning materials.

Participants were also asked if financial constraints at home negatively impacted their academic performance. The result in table 2 above shows that 201(50.3%) of the participants strongly agreed that financial constraints at home negatively impacted their academic performance, 111(27.7%) of the participants agreed that financial constraints at home negatively impacted students' academic performance, no participants were undecided to the term, 27(6.8%) of the participants disagreed that financial constraints at home negatively impacted students' academic performance, while 61(15.3%) of the participants stated that financial constraints at home negatively impacted students' academic performance. The analysis above therefore established that financial constraints at home negatively impacted students' academic performance.

Additionally, participants were also asked if students from higher-income families have an advantage in their academic performance compared to students from lower-income families. The result therefore shows that 107(26.8%) of the participants strongly agreed that students from higher-income families have an advantage in their academic performance compared to students from lower-income families, 109(27.3%) of the participants agreed that students from higher-income families have an advantage in their academic performance compared to students from lower-income families, 76(19%) participants were undecided in their responses that students from higher-income families have an advantage in their academic performance compared to students from lower-income families, 56(14%) of the participants disagreed that students from higher-income families have an advantage in their academic performance compared to students from lower-income families and 52(13%) of the participants strongly disagreed that students from higher-income families have an advantage in their academic performance compared to students from lower-income families. It can be observed that students from higher-income families have an advantage in their academic performance compared to students from lower-income families.

The result of the analysis above shows that 195(48.8%) agreed that students' family's income level affected their ability to participate in extracurricular activities, which may impact their overall academic development 132(33%) agreed that students' family's income level affected their ability to participate in extracurricular activities, which may impact their overall academic development, 8(2%) participants were undecided in their responses that students' family's income level affected their ability to participate in extracurricular activities, which may impact their overall academic development, 29(7.3%) participants disagreed that students' family's income level affected their ability to participate in extracurricular activities, which may impact their overall academic development, and 36(9%) participants strongly disagreed that students' family's income level affected their ability to participate in extracurricular activities, which may impact their overall academic development. From the

result above, it can be seen that students' family's income level affected their ability to participate in extracurricular activities, which may impact their overall academic development.

Table 3: What is the impact of parental education level on students' academic achievements in Egor Local Government Area

S/N	STATEMENT	RESPONSES										TOTAL	
		SA		A		UD		D		SD			
		No	%	No	%	No	%	No	%	No	%	**No**	**%**
1	Students whose parents have a higher level of education tend to perform better academically.	56	14	24	6	19	4.8	157	39.3	144	36	**400**	**100**
2	Parental education level plays a significant role in shaping students' study habits and academic discipline	101	25.3	134	33.5	11	2.8	75	18.8	79	19.8	**400**	**100**
3	Students with highly educated parents have better access to educational resources and support	107	26.8	132	33	6	1.5	88	22	67	16.8	**400**	**100**
4	I believe that parental education influences a student's motivation and interest in academic pursuits	238	59.5	109	27.3	-	-	16	4	37	9.3	**400**	**100**

Source: field work, 2024

The analysis in table 3 above shows that students whose parents have a higher level of education tend to perform better academically. Of the 400 participants, 56(14%) participants strongly agreed that students whose parents have a higher level of education tend to perform better academically, 24(6%) participants agreed that students whose parents have a higher level of education tend to perform better academically, 19(4.8%) of the participants were undecided in their responses, 157(39.3%) participants disagreed that students whose parents have a higher level of education tend to perform better academically and 144(36%) participants strongly disagreed that that students whose parents have a higher level of education tend to perform better academically. From the analysis above, it can be deduced that that students whose parents have a higher level of education tend to perform better academically.

Participants were also asked if parental education level played a significant role in shaping students' study habits and academic discipline. The results above shows that, 101(25.3%) participants strongly agreed that parental education level played a significant role in shaping students' study habits and academic discipline, 134(33.5%) participants agreed that parental education level played a significant role in shaping students' study habits and academic discipline 11(2.8%) participants were undecided in their responses that parental education level played a significant role in shaping students' study habits and academic discipline, 75(18.8%) participants disagreed that that parental education level played a significant role in shaping students' study habits and academic discipline and 79(19.8%) strongly disagreed that that parental education level played a significant role in shaping students' study habits and academic discipline.

More so, participants were also asked if students with highly educated parents have better access to educational resources and support. 88(22%) participants strongly agreed that students with highly educated parents have better access to educational resources and support, 67(16.8%) agreed that students with highly educated parents have better access to educational resources and support, 6(1.5%) participants were undecided in their responses, 107(26.8%) participants disagreed that students with highly educated parents have better access to educational resources and support while 132(33%) participants strongly disagreed that students with highly educated parents have better access to educational resources and support. From the analysis above, it can be deduced that students with highly educated parents have better access to educational resources and support.

Lastly, participants were asked if parental education influences student's motivation and interest in academic pursuits. The result of the analysis shows that 238(59.5%) strongly agreed that parental education influences student's motivation and interest in academic pursuits, 109(27.3%) agreed that parental education influences student's motivation and interest in academic pursuits, none of the participants were undecided in their responses that parental education influences student's motivation and interest in academic pursuits, 16(4%) participants disagreed that parental education influences student's motivation and interest in academic pursuits and 37(9.3%) strongly disagreed that parental education influences student's motivation and interest in academic pursuits. It can be deduced that parental education influences student's motivation and interest in academic pursuits.

Conclusion

Socioeconomic circumstances have an impact on pupils' academic achievement in Egor Local Government Area, Edo State. This study sheds important light on how numerous socioeconomic factors, such as parental income, educational attainment, occupation, and access to educational resources, affect the academic success of children. The study's findings support the notion that children from wealthier homes often outperform their peers academically. These students have better access to educational resources, such as private tutoring, course materials, and comfortable workspace.

Recommendation

Based on the findings the following recommendations were made

1. Establish scholarship and financial assistance programs specifically designed to support students from low-income families. These programs should cover tuition fees, provide

stipends for educational expenses, and offer support for extracurricular activities to reduce the financial burden on families.

2. Promote parental engagement in their children's education by organizing workshops and seminars for parents, especially those with lower levels of education. These programs should focus on equipping parents with the knowledge and skills to actively support their children's learning at home.

References

Adegoke, B. S. (2013). Impact of Attendance on Students' Academic Performance in ICT Related Courses: Faculty of Engineering, Osun State Polytechnic, Iree, *Journal of Education and Practice,* (4) 16

Agarana, M. C., & Ehigbochie, A. I. (2015). Optimization of Student's Academic Performance in a WorldClass University Using Operational Research Model, *International Journal of Mathematics and Computer Applications Research,* (5), 43-50.

Baranowska-Rataj, A., Styrc, M., da Silva, G. C. (2015). The Impact of Family Size on Educational Attainment in Cross-Country Comparative Perspective. (Umeå University, Sweden

Davis-Kean, P. E. (2005). The influence of parent education and family income on child achievement: The indirect role of parental expectations and the home environment. Journal of Family Psychology, 19(2), 294-304.

Eccles, J. S., & Harold, R. D. (1996). Family involvement in children's and adolescents' schooling. In A. Booth & J. F. Dunn (Eds.), Family-school links: How do they affect educational outcomes? (pp. 3-34). Lawrence Erlbaum Associates.

Flouri, E. (2006). Parental interest in children's education, children's self-esteem and locus of control, and later educational attainment: Twenty-six-year follow-up of the 1970 British Birth Cohort. British Journal of Educational Psychology, 76(1), 41-55.

Ghaemi, F, & Yazdanpanah, M. (2014). The relationship between socio-economic status and academic achievement in the efl classroom among Iranian university students. European *Journal of English Language and Literature Studies,2*(1), 49-57.

Hill, N. E., Castellino, D. R., Lansford, J. E., Nowlin, P., Dodge, K. A., Bates, J. E., & Pettit, G. S. (2004). Parent academic involvement as related to school behavior, achievement, and aspirations: Demographic variations across adolescence. Child Development, 75(5), 1491-1509.

Hoff, E. (2003). The specificity of environmental influence: Socioeconomic status affects early vocabulary development via maternal speech. *Child Development, 74*(5), 1368-1378.

Michubu, M. J. (2013). Socio-economic Factors Influencing Students' Academic Performance in Public Secondary Schools in Igembe South District, Kenya. Unpublished Master's thesis of Department of Educational Administration and planning, University of Nairobi

Nomusa, D. L. Cele, C. Botha, A. F. & Metelerkamp, R. (2009). A Decision Support System for Wool Classification, *AUTEX Research Journal,* 9(1) 2

Nyakan, P., & Yambo, J. (2016). Family Based Socio-Economic Factors That Affect Students' academic Performance in Public Secondary Schools in Rongo Sub-County, Migori County, Kenya. *Journal of Business Management Science, 2*(3), 99-121

Okioga, D. C. (2013). The Impact of Students' Socio-economic Background on Academic Performance in Universities, a Case of Students in Kisii University College, *American International Journal of Social Science,* (2). 2.

Shah, M. M., Farida, A. A. L. & Syed, A. A. (2011). The Effects of Examination Assessment on Education by the Registered Science Teachers of Secondary Board of Education in Sindh, *Interdisciplinary Journal of Contemporary Research in Business, 1*(8)

Suna, H. E., Tanberkan, H., Bekir, G. U. R., Matjaz, P. E. R. C., and Mahmut, O. Z. E. R. (2020), Socioeconomic status and school type as predictors of academic achievement, *Journal of Economy Culture and Society, 61*(1), 41-64