

Socio Economic Status of Parents and Pupils Academic Performance among Primary Schools' Pupils in Uyo Local Government Area of Akwa Ibom State

Eno Nathaniel Udoh, Comfort Uche Ngwakwe & Simon Osuagwu Nwachukwu

Department of Educational Management
Micheal Okpara University of Agriculture
Umudike, Abia State. Nigeria

Email: enonathaniel72@gmail.com, commylondon@gmail.com & simplet7@yahoo.com

Abstract

This study investigated the socio economic status of parents and pupils academic performance among primary schools' pupils in Uyo Local Government Area of Akwa Ibom State. Survey design was used for the study. Two research questions and two null hypotheses guided the study and were tested at 0.05 level of significance. The total population of the study was 2,800 primary school pupils drawn from primary 3, 4, and 5 in all the 47 public primary schools in Uyo Local Government of Akwa Ibom State. A sample of 180 pupils representing 20% of the total population were selected for the study through multistage sampling techniques. The instrument used for the study was the researchers made questionnaire title "Socio Economic Status of Parents Questionnaire" (SESPQ) and three consecutive ends of terms examination result. The instruments were validated and the reliability of the instruments were established using Cronbach Alpha and test-retest reliability methods and the reliability coefficients of 0.87 and 0.78 were obtained for the "socio economic status of parents" (SESP) and the 3- terms end of examination result respectively. Data obtained were analyzed using t-test, analyses of variance (ANOVA) and turkey test comparison at 0.05 level of significance. The findings shows significant different in academic performance of primary schools' pupils whose parents were civil servants and those whose parents were trading, artesian and shoe making. The findings also revealed a significant difference in academic performance of primary schools' pupils based on their parental monthly income. The study recommends among others that parents should improve their level of occupation in order for them to provide their children with essential needs that would help them to perform better academically.

Keywords: Socio-Economic, Parents, Pupils, Academic Performance.

Introduction

The responsibility of training a child always lies in the hand of the parents. This is congruent with the common assertion sociologist that education can be an instrument of cultural change which is being taught from home. It is not out of place to imagine that parental socio-economic background can have possible effects on the academic achievement of children in school. Whatsoever affect the development environment of children would possibly affect their education or disposition to it. Parental status is one of such variables. When a woman's nutritional status improves, so too does the nutrition of her young children "Parents of different occupation classes often have different style of child rearing, different ways of disciplining their children and different ways of reacting to their children. These differences do not express themselves consistently as expected in the case of every family; rather influence the average

tendencies of families for different occupational classes.” (Alowode, 2009). In line with the above assertion, Anenel (2010) had also argued that socio-economic status of parents do not only affect the academic performance, but also makes it possible for children from low background to compete well their counterparts from high socio-economic background under the same academic environment. Moreover, Berstein (2008) had asserted that significant predictor of intellectual performance at age of 8 years included parental Socio Economic Status (SES). In the same vein, other researchers had posited that parental SES could affect school children as to bring about flexibility to adjustment to the different school schedules (Evans, 2011).

One of the most dramatic changes in education over the last decade has been the “massification” of primary education. However there is still poor performance among the poor. According to Bjorkman (2008), in spite of Universal Basic Education (UBE) decision, still some boys and girls of school age are being denied from getting access to primary school education. At higher levels, most girls that access secondary education tend to come from middle and wealthy families. The children themselves hardly make these decisions but rather it is their parents, guardians and relatives. For the children who are not enrolled in school, there are explanations for what drives the decision taken by their parents and guardians. For example some studies found investment in children to be related to household income. Adewale (2009) depicted the correlation between district income and girls and boys enrolment as follows: For low levels of income very few girls attended education and there is a large gap between boys and girls enrolment.

The differential treatment of childrens’ education was explained by the returns to education, and the share of the children’s income transferred to his or her parents. On the other hand, the differential treatment of girls’ verses boys is related to the fact that parents’ values of child labour where girls bear the bulk of the additional work required at home. Income does not only affect investment in children’s education but also children’s performance. When families are constrained by fewer resources and there are differences in boys and girl’s access to resources, children learning is consequently affected. According to Gratz (2012), low income has two effects on the female pupils’ performance: girls will be withdrew from school than boys and the resources (food) provided will fall more for girls than for boys. As such only brighter girls complete their primary education. On the other hand as girls are provided with less resource with the household, also, have to spend more time on domestic work as compared to boys and this effect causes girls to perform worse on the test as compared to boys. According to Bassey, (2013), pupils’ test scores were low when poverty persist across the generations, and highest when material advantage is long-lasting. On the other hand, while good social skill also appeared to be linked across generations, these do not make a significant direct contribution to the current gap in cognitive test scores between rich and poor children.

Benny, (2012) found that the gap in attainment between children from the poorest and richest backgrounds grew particularly fast during the primary school years. By age eleven, only around three-quarters of children from the poorest families reached the expected level, compared with 97 percent of children from the richest families. According to Benny, (2012), poorer children who performed well in tests at age seven and poorer children who performed badly at seven were less likely to improve their ranking compared with children from better off background. Bordieu, (2011) identified parental income in his work to be an important factor in which the academic/vocational successes of secondary school pupils lie. He found out that parental income not to be sufficient to sustain the academic and personal social life of the pupil in sub rural school areas.

Ajila and Otulola (2014) found that in Nigeria some negative correlation emerged with the probability of enrolment and low income jobs. In Nigeria, they found that, there is also positive association with household head working as public employee, which is typically associated with less volatile higher earnings. The coefficients of parental education exhibited increasing trend, suggesting an increasing pressure on educating the offspring, especially when the main source of income comes from “transfer”, which helps to raise school attendance. However, they found that working-class pupils are more likely to be placed in lower sets than middle-class pupils who have the same test results, and that, pupils from middle-class backgrounds more likely to be assigned to higher sets, irrespective of their prior attainment. Therefore, this study wants to investigate whether a significance difference exist between pupils academic performance and socio-economic status of parents among primary schools in Uyo Local Government Area Akwa Ibom State.

Statement of the Problem

The foregoing discussion had established that socio-economic status and host of other factors relating to home environment of pupils, such as educational background of parents, health status of pupils, parental occupation and family size could have effects on children academic achievement. It is against this background that this work is being undertaken to empirically investigate the possible effect of these factors on pupils’ academic achievement in selected schools in the state. This study is aimed at investigating the possibility of parental socio-economic background playing a significant role on pupils’ academic performance taking some selected primary schools in Uyo Local Government Area of Akwa Ibom State. Thus, this study seeks an answer to one major question. Is there any significant difference between socio economic status of parent and pupils academic performance among primary schools’ pupils in Uyo Local Government Area of Akwa Ibom State?

Purpose of the Study

This study is being undertaken with the following objectives

1. To determine the difference that exist between parental occupation and pupils’ academic performance.
2. To determine the difference that exist between parents monthly income and pupils’ academic performance.

Research Question

1. What different exist in academic performance of primary schools pupils in Uyo local Government Area of Akwa Ibom State based on their parental occupation?
2. What difference exists in academic performance of primary schools pupils in Uyo Local Government Area of Akwa Ibom State based on monthly income of their parents?

Research Hypotheses

1. There is no significant difference between academic performance of primary schools pupils and their parental occupation.
2. There is no significant difference between academic performance of primary schools pupils and their parental monthly income.

Methodology

The study which aimed at finding the effect of socio-economic status of the parent and academic performance among pre-primary school pupils in Uyo Local Government Area of Akwa Ibom State. The population of the study comprised all 2,800 primary schools pupils in primary 3, 4 & 5 in the list of 47 public primary schools in Uyo Local Government Area of Akwa Ibom State, Nigeria. The population of the pupils under the study was made up of both males and females in 10 primary public schools. Eighteen pupils were randomly selected from each of the schools, thus one hundred and eighty (180) pupils representing 20% of the total population came under the study. Random sampling was used in selection of schools and respondents using table of random number. In the selected schools, three consecutive ends of terms examination results were obtained for six pupils from each of primary 3, 4, and 5, making eighty pupils from each school. Information relating to parental background and pupils, Questionnaire to elicit relevant information about the demographic data of the pupils (age, gender), parental income, and parental occupation background of the respondent was used. The data collected were analyzed using Mean and Standard Deviation. The hypotheses generated from the beginning were tested using t-test, Analysis of Variance (ANOVA) and pair-wise turkey test comparison at 0.05 level of significance. The data collected is presented in tabular format for the purpose of analyzing them to expose the major finding in conformity with the null hypothesis earlier generated. The data obtained were statistically analyzed using the t-test; analysis of variance. The demographic data were presented using frequency and percentage.

Results

Research Question 1: What difference exists in academic performance of primary schools' pupils in Uyo Local Government Area of Akwa Ibom State based on their parental occupation.

Table 1: Descriptive statistics showing in academic performance of pre-primary school pupils based on their parental occupation

Parents occupation	n	Mean	Standard deviation
Civil Servants	86	66.42	18.57
Trading/ Business	29	50.28	10.81
Artisans	9	47.89	12.98
Shoe Mending	56	46.48	14.43

Result presented in Table 1 shows mean academic performance of 66.42 and 50.28 were obtained by primary schools' pupils whose parents were civil servants and traders/ business respectively while those who parents were Artisans and Shoe mending secured mean academic performance of 47.89 and 46.48 respectively. Based on this result, it is clear that primary schools' pupils in Uyo Local Government Area whose parents were Civil Servants scored higher than shoe mending considered. Therefore, there is a difference in academic performance of primary schools' pupils in Uyo Local Government Area of Akwa Ibom State based on their parental occupation.

Research Question 2: What difference exists in academic performance of pre-primary schools' pupils in Uyo Local Government Area of Akwa Ibom State based on monthly income of their parents?

Table 2: Descriptive statistics showing in academic performance of pre-primary school pupils based on monthly income of their parents.

Parents' monthly income(Naira)	n	Mean	Standard deviation
Less than 50,0000	89	54.51	18.66
50,000-100,0000	51	53.90	14.45
Above 100,0000	40	65.10	20.58

Result summarized in Table 2 shows that pupils whose parents earn monthly income above ₦100, 000 secured a mean academic performance score of 65.10 while their counterparts whose parents earn less than ₦ 50,000 or between ₦ 50,000-100,000 secured mean academic performance of 54.51 and 53.90 respectively. The result shows that primary schools' pupils whose parents earn monthly income above ₦100, 000 performed better than their counterparts whose parents earns below ₦100, 000. Hence, there is a difference in academic performance of pre-primary school pupils in Uyo Local Government Area of Akwa Ibom State based on monthly income of their parents.

Test of Hypotheses

Null Hypothesis 1: There is no significant difference in academic performance of primary schools' pupils in Uyo Local Government Area of Akwa Ibom State based on their parental occupation.

Table 3: ANOVA followed by Post Hoc test result summary showing difference in academic performance of primary schools' pupils based on their parental occupation.

Sources of variation	Sum of Squares	df	Mean Square	F	P-value.	F-critical
Between Groups	15864.983	3	5288.328	20.507	0.000	2.66
Within Groups	45387.594	176	257.884			
Total	61252.578	179				

Duncan test

Occupation	N	Subset for alpha = 0.05	
		1	2
Others	56	46.4821	
Artisan	9	47.8889	
Trading/Business	29	50.2759	
Civil Servants	86		66.4186
Sig.		.456	1.000

Means for groups in homogeneous subsets are displayed.

Result in Table 4 shows that the F-calculated of 20.507 is greater than the F- critical of 2.66 at 0.05 level of significance with numerator and denominator degrees of freedom of 3 and 176 respectively. The null hypothesis is rejected. Therefore, there is a significant difference in academic performance of primary schools' pupils in Uyo Local Government Area of Akwa Ibom State based on their parental occupation. Further analysis was conducted using Post Hoc test of Duncan and the result shows that the mean academic performance secured by primary schools' pupils whose parents were civil servants were significantly higher than that of other occupations. Hence, primary schools' pupils in Uyo Local Government Area whose parents were civil servants had significantly better academic performance than their counterparts whose parents are into trading/ business, artisans or shoe mending.

Null Hypothesis 2: There is no significant difference in academic performance of primary schools' pupils in Uyo Local Government Area of Akwa Ibom State based on their parents' monthly income.

Table 4: ANOVA followed by Post Hoc test result summary showing difference in academic performance of primary schools' pupils based on their parents' monthly income.

Sources of variation	Sum of Squares	df	Mean Square	F-calc.	P-value.	F-critical
Between Groups	3650.221	2	1825.110	5.608	0.004	3.05
Within Groups	57602.357	177	325.437			
Total	61252.578	179				

Duncan test

Parents' monthly income	N	Subset for alpha = 0.05	
		1	2
50,000-100,000	14	46.5714	
Less than 50,000	58	53.1379	
More than 100,000	18	53.1667	
Sig.		.863	1.000

Means for groups in homogeneous subsets are displayed.

Result presented in Table 6 shows that the F-calculated of 5.608 is greater than the F- critical of 2.66 at 0.05 level of significance with numerator and denominator degrees of freedom of 2 and 176 respective primary schools' pupils in Uyo Local Government Area of Akwa Ibom State based on their parents monthly income. Further reveals using Post Hoc test of Duncan shows that primary schools' pupils whose parents earn more than ₦100,000 as monthly income recorded significant higher mean academic performance than their counterparts whose parents earn lower than ₦ 100,000.

Discussion of Findings

This study showed a significant difference in academic performance of primary schools' pupils in Uyo local government area in Akwa Ibom State. Thus, primary schools' pupils whose parents were civil servants were significantly better in their academic performance than their counterparts whose parents were trading business, artisans or other occupations. This study is in line with the opinion of Ajila and Otutola (2014) who found out that pupils whose parents belong to the high ranking occupational status had better grades in mathematics than their counterparts whose parents belong to the low ranking occupational status. This could be due to the fact that, parents with high ranking occupational status might have enough income which can be used to provide the needed materials and support for their children in order to arouse their interest for learning than their counter parts in low ranking occupation whose major obligation is to provide shelter and food for the family. This therefore calls for concerted efforts for parents to improve their levels of occupation in order for their children to attain higher grades in education.

The study also revealed a significant difference in academic performance in primary schools' pupils in Uyo Local Government area of Akwa Ibom state based on their parent monthly income. This study is line with Juma, Simatwa and Ayodo (2012) who found out that there was a significant different between parental income and academic performance of pupils. This could be due to the fact that, parental income was not sufficient to sustain the academic and personal life of the pupils. Therefore, when a child is deprived of essential needs he/she may be found to perform poorly in school work thereby affecting his/her academic performance negatively.

Conclusion

The parental education, occupation and income level tends to have an impact on the performance of the learners which can be positive or negative depending on the social class of the child. As such a child from high socio-economic backgrounds tends to achieve higher in school when compared with children from low socio- economic status. When a child exhibits



low concentration, low perception, frustration, sickness and emotional disability, he/she could not be able to perform better academically. However, where the parents or guardians have social, educational and economical advantage these pupils would have higher level of success in future. Such parents motivate their children by providing good educational and learning environment that produce confidence and the improvement of skills needed for success.

Recommendations

1. Parents should improve their level of occupation in order for them to provide their children with essential needs that would have them to perform better academically.
2. Parents should have fewer numbers of children that can meet up with their income so that they could have enough money to take care of their children and provide them with educational materials.
3. Parents should provide extra-mural classes for their children irrespective of their occupations.

References

- Adewale, D. F., (2009). Family origins and the schooling process. Early versus late influence of parental characteristic. *Journal of Educational psychology*, 49(9), 784-802.
- Ajila, O. A. & Otutola, A. O. (2014). The relationship among predictors of child family, school, society and the government and academic of secondary school in Ibadan, Nigeria. *Journal of Procedial Social behaviour* 5 (6): 842-849.
- Alowode, M. A. (2009). Estrategias para mejorar el rendimiento academicos de los adolescents. strategies for improving academic performance in adolescents. *Journal of Education* 2 (8): 15-30
- Anenel, G. U. (2010). Parent focused intervention: Diffusion effects on siblings. *Child Development* 20 (2): 130-170.
- Bassey, A. J. (2013). Influence of environment on the academic performance of pupils. *Intelligence*, 8(3): 17: 79-104.
- Benny, J. (2012). Early human experience. *Development psychology*, 33 (2): 3-23.
- Berstein, B. (2008). A sociolinguistic approach to socialization with special reference to educability. *Development psychology* 1 (7)50-61.
- Bordieu, P. (2011). Cultural reproduction and socioeconomic reproduction. In Karebel J. and Hasley A.H. (Eds). *Power and Ideology in Education*. New York: Oxford university press.
- Bjorkman (2008). Parent socioeconomic status and pupils' attainment. A case study of St. Jude primary school. Malaba Town council – Uganda
- Evans, G. W. (20011). The environment of childhood poverty. *AmericanPsychologist*, 59, 77-92



African Journal of Educational Archives

Vol.5, Issue 1, July –Sept. 2018. ISSN:P2536-748X,E-2536-7498

Gratz, J. (2012). *The Impact of Parents' Background on Their Children's Education*. New York: The Guilford Press.

Juma, L.S.A., Simatwa E.M.W., & Ayodo T.M.O. (2012). Impact of family socioeconomic status on girl students academic achievement in secondary schools in kenya. A case of Kisumu East District. M.A Thesis: Kawasaki University.