

Assessment of the Influence of Socio-Economic Background of Parent on Students' Academic Performance in Karu Local Government Area of Nasarawa State, Nigeria

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Abstract

This study assessed the influence of socio-economic background of parent on students' academic performance in Karu Local Government Area of Nasarawa State. The design of this study was cross-sectional survey research design. The students' population of the study comprised 2,818 while that of teachers comprised 276 with 24 senior secondary schools. The sample for the investigations comprises 100 respondents made up of 80 students and 20 teachers. The instrument that was used for data collection in the study is a questionnaire on socio-economic background of parent and students' academic performance (QSEBPSAP) using likert scale type. Descriptive statistics of mean and standard deviation was used to answer research questions while inferential statistics of Chi-square (χ^2) was used to test formulated hypotheses at the 0.05 level of significance. The findings of the study showed that students from high-income background achieve better academically and parents on high income status can afford to provide the basic necessities required for students' education. From the findings of the study, it was concluded that socio-economic background influence academic performance of students in schools. Prominent among the socio-economic background include parental educational level, parental income and parental occupation. Educational statuses of the parents and students' academic performance have a close relationship between them. This is because parents themselves having being to school realized the importance of being educated. They stand better chance to support their children for better academic performance. The study recommends that parents should make sure that they educate their children and Government should welcome and encourage participation of local communities, voluntary individuals and organizations towards provision of textbooks, instructional materials library materials and so on, where the school is situated.

Keywords: *Level of education, Occupation, Level of income, Academic performance.*

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Background to the Study

Education not only provides knowledge and skills, but also inculcates values, training of instincts, fostering right attitude and habits. According to Muhammed and Muhammed (2010) they are of the opinion that, cultural heritage and values are transmitted from one generation to another through Education. The responsibility of training a child always lies in the hand of the parents. This is congruent with the common assertion by sociologist that education can be an instrument of cultural change which is being taught from home is relevant in this discuss. 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 developmental stage 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 occupational classes often have different styles 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 families, rather they influence the average tendencies of families for different occupational classes (Roth, 2004). In line with the above assertion, Hill. (2004) 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 with their counterparts from high socio-economic background under the same academic environment. Moreover, Smith, Fagan and Ulvund (2002) 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 (Guerin, 2001). The same view is shared by Machebe (2012), in her research, concluded that, parental socio-economic status could influence academic performance of their children at school. In a previous local finding in Nigeria, Oni (2007) and Omoegun (2007) had averred that there is significant difference between the rates of deviant behaviour among students from high and low socio-economic statuses.

The health status of the children which could also be traceable to parental socio-economic background can be another factor that can affect the academic performance of the students, Adewale (2002) had reported that in a rural community where nutritional status is relatively low and health problems are prevalent, children academic performance is greatly hindered. This assertion is again hinged on nature of parental socio-economic background. Moreover, Eze (1996) had opined that when a child get proper nutrition, health care, stimulation during pre-school years, the ability to interact with and take optimal advantage of the full complement of resources offered by a formal learning environment is enhanced. The foregoing discussion had established that socio-economic status and host of other factors relating to home environment of students, such as educational background of parents, health status of students, parental occupation and family size could have effects on children academic achievement.

Over the past few years, concerns have been raised about the low academic performance of students. In 2014, the school presented 71 candidates. Out of this number, only one student obtained aggregate 6-10 representing 1.4%, 4 candidates obtained aggregate 11 -20 representing 5.6%, 33 candidates representing 46% obtained aggregate 20 – 30 while the remaining 33 representing 46% obtained more than aggregate 30. This means only 38 out of the 71 were able to pass their examinations to enable them continue their education (WAEC, 2018). This situation raises questions about the depth of understanding of factors affecting the low achievement of students. The pertinent questions to address, therefore, are what is the cause of this poor academic performance of students? Is the fault entirely that of teachers or students or both of them? Or is the poor performance of students caused by parents' neglect or home environmental factors? These necessitated the researchers to look at the factors contributing to low academic achievement of students through: parental level of education; parental occupation, parental income, family types and parental motivation and students' relationship. Most students in Nigerian secondary schools are in greater risk of poor academic performance in both internal and external examinations (WAEC and NECO). For instance, the available records of WAEC result analysis from 2005- 2011 show a continuous decline in students overall performance in school certificate examinations.

Government, parents, teachers and students blame one another for students' poor performance in schools. Parents blame teachers for lack of dedication to duties. The teachers blame government for poor salaries hence they are poorly motivated, parents also accuse government for not equipping the schools with learning materials, government blame parents for not doing good homework and the students are blamed for lack of discipline and dedication to their studies. It is against this background that the study assessed the influence of socio-economic background of parent on students' academic performance in Karu Local Government Area of Nasarawa state-Nigeria.

Objectives of the Study

The main of this study is to investigate the influence of socio-economic background of parent on students' academic performance in Karu Local Government Area of Nasarawa state. Specifically, the study sought to:

1. Determine how parental level of education influence students' academic performance.
2. Examine how parental occupation influence students' academic performance
3. Establish how parental income influence students' academic performance.

Research Questions

1. How does parental level of education influence students' academic performance?
2. To what extent parental occupation influence students' academic performance?
3. How does parental income influence students' academic performance?

Research Hypotheses

1. There is no significance difference between parental level of education and students' academic performance?

2. There is no significance difference between parental occupation and students' academic performance?
3. There is no significance difference between parental income and students' academic performance?

Conceptual Literature Reviewed

Parent Socio-Economic Background

Socio economic background based on socio-economic factors represents one of the major systems of stratification. Social stratification arises out of the recognition in all societies people are ranked or evaluated at a number of levels of social class is common to most societies ancient or modern. Infact almost every community has within it, groups which think of themselves being somewhat alike. The member of these groups may exhibit similarities in choice of food, housing, dressing, language, occupation, income values, social behaviour and even colour or race. Farooq (2011) emphasized that the social class of parent is a dominant factor in the academic performance. The academic abilities and the socio-economic background of youth impose considerable constraints upon the performance of students and on the type of vocation they can make. He able boy from a middle class family has a wider range of possibilities open to him than a boy from a poor socio-economic class. Okoh, (1980) in his work say that students have shown that children from low income homes come to school with a two-fold handicap.

According to Rothesetein (2004) the social classes of parents are fundamental to the individual's educational and vocational decisions. He went further to explain that social membership influence and is influenced by occupational membership. Other factors identified which exert considerable influence on the individual include sex, family age, race, culture school and economy. Azhar, NazPerveen and Sameen (2015) testifies to the fact that much of the child's educational development starts at home, before he actually starts the formal education, to him the middle class homes are always able to provide the necessary prerequisites success. For example, they can provide good environment, motivation, the necessary financial help and also hhiighted some facts on the influence of socio economic status of either the parents, home or environment on the occupational preference of youths. They postulated that a child's particular socio-economic inheritance may a direct and important effect on the occupation open or life attractive to him. The economic an occupational level of the home affects performance of the students, Farooq (2011).

This involves the type of work or job done by the parents of these student this go a long way to affect the performance of those students. There are parents whose work do not give time for their children as such the students are affected negatively Duke, (2000), Sewell, and Hauser (1975). Most time you discover that most students or children are influenced by the occupation of their parents or stimulated by what they find their parents doing, parental or family set-standard may greatly affect performance of their children either positive or negatively even in the occupational choice of their children later in their lives and so motivate them to be achievement oriented. Thus a family where some particular careers are of great priority, tend to orient it's children towards achieving that goal. In some families

because the family head is a lawyer the children will want to be lawyer or even doctors, nurse or teachers or accountants because their parents are one or have set such standard for them. Studies have shown that a child's particular socio-economic inheritance may have a direct and important effect on the career open or attractive to him than does his physical inheritance. The economic and occupational level of home affects the vocational goals of the youth by influencing their aspirations to be similar to those held by their parents and by Halsey and Ridge (1980) discouraging aspirations to levels much above or below the parental occupational. The child's biological endowments in terms of personality traits are transmitted to him in form of genetic inheritance. If both parents possess high intellectual capabilities and transmit the traits for indigence to the child, that child is very likely to be highly intelligent and benefit from education which will likely enhance his opportunity for occupations on the hand, a child of very low intellectual parents who inherited this trait may turn out to be an imbecile who may later find it difficult to be properly educated and be gainfully employed. So, the occupation of parents has a vital role to play in the lives of students.

Parental socio-economic background and intelligence have either facilitating or inhibitory effect on the child depending on the traits inherited and environment in which he is brought up. The self and work roles begin early in the life and home in conjunction with its related socio system have great influence on the child. The family comprising of parents, siblings, relatives, friends and neighbours, providing the initial social encounter through socialization process, also provides the models with which the child can identify. Usually the child may consciously or unconsciously learn from the parents by role playing or imitation. Parental background with talk about whether parents of children is high socio-economic status, middle or low socio-economic status as a long way to play in the performance of students in technical Colleges (Azhar, Nadeem, Naz, Perveen and Sameen, 2015).

A family could be classified as either of high or low socio-economic status. The question might be asked how do we dichromize between high and low socio-economic family background. Owolabi (1988) criteria for classifying Nigerian parents could be adopted, here. For him parents who are professional senior civil servants, graduates and non-graduates teachers, clerks, traders and businessmen and women of appreciable income parent who have post primary and higher education are referred to as being of high socio-economic status while parent who are craftsman artisans and farmer and parents who have no schooling or have elementary education are referred to as being of low socio-economic status. Differential access to education theory is apparently true in Nigeria, thus, children of low socioeconomic families do not have as much access to education as children of high socio-economic family background are found mostly in good quality post primary institutions such as the Federal Government Controlled Colleges which are adequately provided with qualified teachers and materials to Ramey and Ramey (1994) the disadvantage of brilliant children from poor homes. One of the implications of such differential access to education could be that children from high socio-economic families especially in careers of greater social demands and status.

Also it was discovered that some students who failed the West African School Certificate (WASC) Examinations who would have preferred to go back to their schools or other schools to repeat the year were prevented from doing so because of the inability of their parents to meet up-financially the cost of their going back to school. He further revealed that consequently, such students went into the teacher training colleges which were free thereby choosing teaching as career circumstantially while others went into other unskilled jobs. Finally parental family background plays important or affects the child performance the school (Ramey and Ramey, 1994).

Under types of family we are looking at whether, the children or child is born into a polygamous home, monogamous family and so on. The type of family which the students are born into can affect them either positively or negatively. A child born by polygamous parents will find it very difficult to meet up with the financial demands of his school. Since there are a lot of children and wives to take care and as such the financial responsibility on the family will be very high such child will be affected negatively except the family is buoyant (Femi, Ogushola and Adewale, 2014).

Also even in a monogamous homes if the number of children in the family is large there will be great financial responsibility on the parents. The child may be affected negatively but if the numbers of children are reduced the parents will be able to meet their needs easily considering the family income. Also in families where the breadwinner of the house is late (either the man or women). There will be high financial responsibility especially on our women if it was the man who died. So, the children will be affected negatively and it will hinder their academic performance in the school (Anderson and Sullivan, 1998).

The wealth of the family is of paramount importance, if the family is wealthy, children's needs whether academic or otherwise will be met easily without much stress but where the family is poor, the academic need of the children will not be met easily, this goes a long way to affect the child performance negatively. There are situations where the parents of students may not have money to pay their children's school fees and children are sent out of school for non-payment of school fee and other necessary fees, in such cases, the child or students may not be allowed to take their examination. The wealth of the family affects the child performance. (Memon, Joubish and Khurram, 2015).

A child from a broken home is never happy or a child from a home where there is quarreling and fighting is never happy because of the environment that he or she is coming from. Also a child whose mother left the house because of the frequent fighting and quarrellings in the home or immoral behaviours of their father, will never be happy in school and will not concentrate in his studies, his mind will easily go back to the occurrence of home or a child that is under the care of his mother and not being accepted by his stepfather because he is not that man's child will never be happy in the class and invariably.

Furthermore, a child living with the father, where the mother is no longer in the home may receive ill-treatment from the father's wife or wives especially if she is the wicked and bad type.

Such child will never be happy in class and if a child not happy, there is every tendency that child or student's performance will be affected negatively except for a determined child who wants to excel through work undermining the situation at home.

The socio-economic background of parent is capable of affecting the behaviour of the students and determine their aspiration. Families with high socio-economic background often have more success in preparing their children for school because they typically have access to wide range of providing their young children with high quality child-care, books and encourage children in various learning activities at home. They also have easy access to information regarding their children's health, as well as social, emotional and cognitive development (Ojo and Yilma, 2010), Ojo and Yilma also noted that in all socio-economic groups, parents face major challenges when it comes to providing optimal care and education for their children and these challenges are more pronounced in poor families. This, according to them, is because sometimes, when the basic necessities are lacking, parents must place top priority on housing, food, clothing and health care, regarding education materials and books as luxuries. They added that poor families may also have inadequate or limited access to community resources that promote and support children's development and school readiness. They further asserted that these disadvantages can negatively affect families decisions regarding their children development and learning. This situation, according to Ojo and Yilma, may also expose the infants in poor families to a greater risk of entering kindergarten schools unprepared, unlike their peers from rich families.

Students from low socio-economic status families may not be strongly motivated to do well in school and may not be knowledgeable about techniques of being successful in school. High socio-economic status parents who have benefited in a variety of ways from education serves as effective and enthusiastic advocate of schooling (Carlson, 2003). In line with this Okwulanya (2003) opines that motivation from educated parents strengthens the academic aspiration and language development in their children to perform better in their academic work. According to the scholar, some children may come from homes were academic is much valued, where there are books around them and most of the time, they see their parents reading. Their parents may give them books as Christmas presents. They encourage them to read many books wither by organizing mini library for them at home or by encourage to use the state library. The author went further to emphasize that some children may come from illiterate homes, where no importance is attached to books. In such families children scarcely see their parents at home.

Parent Level of Education

The importance of parental level of education to academic performance of students cannot be over emphasized. Students from professional and to a lesser extent managerial occupational backgrounds exhibit higher academic performance (Gary, 2001). In support of this view, Onochie and Okpalla (1985) opined that educational level of parents which is an indicator of socio-economic status has direct influence on child's values and academic achievement in the school. They mentioned that students from illiterate families may learn

little or nothing from home that can help them develop interest in academics. This is in contrast to what is obtainable from students from literature families where parents provide atmosphere conducive for the formation of good study habits (Qeca, 1980).

Parent Level of Occupation

Parental occupation is also an important family background variable. The occupation of one's parents may determine to a large extent one's opportunity to attend secondary school or not. Ezeji (2001) noted that parents like their children to take to their occupation, like parents who are lawyers, doctors, musicians among others. Examples of such people in the country include Ganifaweiheni, the prominent human right lawyer, Oliver Akalite (Oliver De coque) and Osita Osadebe who was famous musicians each of these great men had one or more of his children in his type of occupation. Uwaoma (2006) asserted that most vocational students were children whose parents were farmer or craftsmen. In Nigeria most children whose parents cannot afford to pay for high cost of formal education enroll into apprenticeship programmes such as carpentry, brick lying, petting trading and others. In the study area, there is a seeming general poor performance among secondary school students. Evidences of the poor performances are seen in both students' internal and external examination. For instance, the available records of WAEC result analyses from 2005 to 2011 indicate downward trends in students' academic achievement. In geography According to the analyses, the achievement levels of students are as follows: 2005-27.53%, 2006-15.56%, 2007-25.54%, 2008-13.76%, 2009-25.99%, 2010-24.94% and 2011 -30.99% (WAEC, 2005).

Students' Academic Performance

Students' academic performance refers to their abilities in intellectual exercises in standardized test such as Criterion Reference Test (CRT) and summative assessments like examinations in schools. In Nigeria poor children are more likely to perform poorly than non-poor children (Mooney, 2007). This finding is supported by the fact that family income or socioeconomic status is a stronger predictor of educational ability and achievement outcomes of students (Duncan and Brooks. Students' academic performance is also considered a vital indicator of good schooling, so the poor performance of students at this level of education has not only led to public outcry, but also educationists have been increasingly occupied in their attempt to identify factors that influence students' academic achievement especially in Senior School Certificate Examination in geography. For example Anamuah (2010), an educationist attributed the phenomenon to lack of effective supervision and monitoring at school, lack of motivation for teachers and inadequate number of qualified teachers to fill empty classrooms.

Also, Etsey (2005) attributed the cause of poor academic achievement to a combination of factors relating to the school environment, teachers, students and parents. In the same vein, Diaz (2003) found factors such as intellectual ability, poor study habit, performance motivation, lack of vocational goals, low self-concept, low socio-economic status of the family, poor family structure and anxiety as contributing to low educational performance. It goes without saying that low academic performance in school may be the result of interplay of several factors. It is therefore important not only to carry out an empirical study on the

causes of low academic performance of students, but also to look for opportunities and propose measures to assist on-going efforts at improving students' academic performance in general.

The teachers indirectly affect the achievement of the students (Hussain, 2006). There is a positive relationship between proper guidance and student achievement.) Family stress Socio-economic factors like family income, and mother's and father's education, teacher-student ratio, presence of trained teacher in school, sex of student and distance of school are also affected the achievement of the students. (Raychaudhuri 2010, Kernan, Bogart and Wheat 2011), academic success of graduate student will be enhanced if the optimal health related barriers are low. There is negative relationship between college credit and stress but weak relationship between Grade Point Average (GPA) and stress. (Zajacova, Lynch and Espenshade, 2005) Amitava and Raychaudhuri, (2010), found that numerous studies have been done to identify those factors which are affecting student's academic achievement. The students' academic achievement depends on a number of socio-economic factors like students' attendance in the class, family income, mother's and father's education, teacher-student ratio, presence of trained teacher in school, sex of the student, and distance of schools.

Theoretical Framework

For the research work to be intellectually sound, it must include a scientifically based theoretical framework with which a systematic analysis was carried out. Therefore, the following theories are adopted for the study: parental attachment theory and self determination theory:

Parental Attachment Theory

Parental attachment theory was proposed by Bowlby (1980). The theory states that the child forms a strong emotional bond with another person (caregiver) during childhood with lifelong consequences. According to the theorist, sensitive and emotionally available parenting helps the child to form a secure attachment style which foster a child's socio-emotional development and wellbeing.

The theory is relevant to this study in view of the fact that the proponent provides clues in emotional development of children and parent socio-economic background such as; income, occupation, family type and level of education. He also made reasonable suggestions for parents and guardians. Parents and guardians can now see the necessity of forming and socio-economic secure attachment bond with their children. Such bonds will enable the children to end up with secure attachment and secure state of mind later in life. Parents will learn to understand the biological and psychological needs of the children, and to avoid unrealistic expectations of the child behaviour. In this way, parents may seek to avoid frustration that occurs when they expect things beyond the child's capability in such way that it will improve students' academic performance through their socio-economic background (level of income, family type, level of education).

Self-Determination Theory

Self-determination theory was propounded by Deci (1985). The proponents stated that people are active organisms, with the growing tendencies geared towards mastering ambient challenges, and integrating new experiences into a coherent sense of self. They stressed that these natural development tendencies do not operate automatically, but rather requires ongoing social nutrients and supports. According to them, the social context can either support or thwart the natural tendencies towards active engagement and psychological growth furthermore the social context can catalyze to lack of integration, defense, and fulfillment of need-substitutes. The proponents remarked that the dialectic between the active organism and the social context is the basis for predictions about behaviour, experience, and development. Self-determination theory is applicable to this study, based on the fact individuals or groups need to be self determined to achieve a set goal. The habit of determination can help students in their academic achievement.

Social Capital (Bourdieu, 1986)

Social capital is obtained through social interactions which exist between the family and the bigger society which constitutes a social network. Social capital is 'the aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance and recognition' (Bourdieu, 1986), which are recognized by members of society. Putnam (2000) defines social capital by providing a descriptive definition in the words; 'whereas physical capital refers to physical objects and human capital refers to the properties of individuals, social capital refers to connections among individuals social networks and the norms of reciprocity and trustworthiness that arise from them'. This suggests that social capital is closely related to what some have called "civic virtue" cited in Pedagogies for Change. The difference is that "social capital" calls attention to the fact that civic virtue is most powerful when embedded in the sense network of reciprocal social relations. A society of many virtuous but isolated individuals is not necessarily rich in social capital (Putnam, 2000:19) cited in Pedagogies for Change (n.d.) In effect, social capital refers to relationships, togetherness, trust, connections, networking together for economic and social development for the benefit of all members of society. This kind of network guarantees members of the society with support which Bourdieu (1986:9) refers to as 'collectivity owned capital', which is more of a certificate which 'entitles them to credit in the various senses of the word'. He noted that 'these relationships may exist only in practical state'; in the form of 'material and/or symbolic exchanges' which help in cementing the ties between them. Aside this, conscious steps may be taken to socially institute them and guarantee by the application of a common name such as a name of a family, a class, or a tribe etc, governed by a set of rules and regulations as a recognized society bonded by an act. This implies that members of the network are to ensure solidarity within their ranks as a way of maintaining a closely knit tie.

Empirical Studies

Machebe and Ifelunni (2012) examined the issue of parental socio-economic status on students' academic achievement in secondary schools, the relationship between home-based environment factors and the academic performance of students in

selected secondary schools within a local government area in Enugu State is investigated. Samples were obtained with one hundred and eighty (180) students randomly selected from three secondary schools. The four factors that were examined and statistically analyzed were: parental socio-economic background, parental educational background, parental educational qualification and students' health statuses. Diverse statistical tests were performed on the various data collected to establish statistical significance of the effects on students' academic performance. Parental socio-economic status and parental educational background did not have significant effect on the academic performance of the students. However, the parental educational qualification and health status of the students were identified to have statistical significant effect on the academic performance of the students. The two variables that indicated significant influence do reflect nature of the student home environment and played notable role in the academic achievement of the respondents. Government could intervene to raise level of academic achievement among students in rural area.

Abraheem (2013) investigated parents' socio-economic status on secondary school students' academic performance in Ekiti State. Descriptive research design of the survey type was adopted. The population for the study comprised all Junior Secondary School students in Ekiti State. The sample consisted of 960 students from 20 secondary schools randomly selected for the study. Purposive sampling was used to select 48 students from each school. The instruments used for the study is a self-designed questionnaire and inventory to collect students' results. Validity of the instrument was ascertained through face and content validity. Test-re-test and estimation of internal consistency methods of reliability were adopted for the questionnaire. Reliability co-efficient of 0.69 and 0.71 was obtained. Four hypotheses were formulated and tested at 0.05 level of significance. The data were analyzed using Regression statistical tools. It was confirmed in the study that there was relationship between parents' socio-economic status and academic performance of secondary school students. It is therefore recommended that parents without or with low education should endeavour to send their children to home lessons after school hours, by weekends, and during holidays to improve their academic performance. Government should embark on programmes or formulate policies that can bridge the gaps between children of the rich and the poor academically.

Results

Hypothesis 1: There is no significant difference in the mean ratings of parental level of education on students' academic performance

Table 1: Chi-square Statistics on There is no the mean ratings of parental level of education on students' academic performance

Variable	Mean	SD	df		$\chi^2_{cal.}$	$\chi^2_{tab.}$	Decision
Parental level of education	77.3	1.04	98	0.05	6.45	7.82	Reject H ₀
Academic performance	22.6	5.40					

Table 1 shows the Chi-square result for the difference between the mean ratings of parental level of education and students' academic performance. From the table, it is evident that the calculated χ^2 at 0.05 level of significance with 98 degrees of freedom was 6.45 which less than the critical value of the χ^2 which is 7.82. The null hypothesis was therefore rejected in favour of the alternative hypothesis. Hence, the implication parental level of education affects students' academic performance.

Hypothesis 2: There is no significant difference between parental occupation and students' academic performance.

Table 2: Chi-square Statistics on the mean ratings of parental occupation and students' academic performance

Variables	Mean	SD	df	A	χ^2 cal.	χ^2 tab.	Decision
Parental Occupation	74.5	1.04	98	0.05	9.34	7.82	Accept H ₀ .
Academic Performance	25.7	1.6					

Table 2 shows the Chi-square result for significant difference between parental occupation and students' academic performance. From the table, it is evident that the calculated χ^2 at 0.05 level of significance with 98 degrees of freedom was 9.34 which is greater than the critical value of the χ^2 which is 7.82. The null hypothesis was therefore accepted in favour of the alternative hypothesis. Hence, the implication is that, parental occupation does not affect students' academic performance.

Hypothesis 3: There is no significant difference between parents' income and student's academic performance.

Table 3: Chi-square Statistics on the mean ratings of parents' income and student's academic performance

Variable	Mean	SD	df	A	χ^2 cal.	χ^2 tab.	Decision
Parental Income	62.4	1.4	98	0.05	5.63	7.82	Rejected H ₀ .
Academic Performance	7.2	1.6					

Table 3 shows the Chi-square result for the difference between parental income and students' academic performance. From the table, it is evident that the calculated χ^2 at 0.05 level of significance with 3 degrees of freedom was 5.63 which less than the critical value of the χ^2 which is 7.82. The null hypothesis was therefore rejected. Hence, the implication is that, parental income affects students' performance.

Discussion of Findings

The findings of this study are discussed and compared with empirical studies done previously by other researchers. These discussions are carried out based on the issues relevant with the research questions and null hypotheses that guided the study. There is no

significant difference in the mean of parental level of education on students' academic achievement. Influence of parental level of education on students' academic achievement with reference to research question one The focus of this research question was to establish the influence of parental level of education on students' academic achievement. The result of these findings as summarized in table 1 (one) showed that students (respondents) overwhelmingly agree that parental level of education is a contributory factor in students' academic achievement. The findings of this study tend to agree with the opinions expressed by Onochie and Okpalla (1985) that educational level of parents which is an indicator of socio-economic status has direct influence on child's value and academic achievement in the school. The scholars further maintained that children from illiterate families may learn little or nothing from home that can help them to develop interest in academics.

The result of the study also indicates that educated parents provide conducive atmosphere for studies at home. This is in line with Qeca (1980) who asserted that children from literate families where parents provide atmosphere conducive for the formation of good study habit are in better chance of performing well in schools. Again the result also agrees with Izundu (2005) who asserted that there is significant relationship between the level of parents' education and the academic achievement of the students. Again, Gary (2001) said that the importance of parental level of education to academic achievement of students cannot be over emphasized. Accordingly the scholar, students from professional and to a less extent managerial occupational backgrounds exhibit higher academic performance.

There is no significant difference in the mean of parental occupation on students' academic achievement. Influence of Parental Occupation on Students' Academic Achievement With reference to research question two, it is the view of students (respondents) that parental occupation is not a contributory factor in students' academic achievement. This finding is contrary to the view of Ezeji (2001) who noted that parents like their children to take to their occupations. Such parents include lawyers, doctors, musicians among others. Uwoma (2006) in his study was also the opinion that most vocational students were children whose parents were farmers or craftsmen. However the findings do not agree with Eke (1999) who observed that parental occupation does not significantly influence academic achievement of students. The difference in the findings of this scholar and others may be as a result of data analysis. For example, while Eke (1999) used product moment correlation coefficient method, other researchers (Uwoma 2006 and Ezeji 2001) use t-test for data analysis.

Machebe and Ifelunni (2012) found that parental socio-economic status and parental educational background did not have significant effect on the academic performance of the students. However, the parental educational qualification and health status of the students were identified to have statistical significant effect on the academic performance of the students. The two variables that indicated significant influence do reflect nature of the student home environment and played notable role in the academic achievement of the respondents. Government could intervene to raise level of academic achievement among students in rural area.

Abraheem (2013) confirmed in the study that there was relationship between parents' socio-economic status and academic performance of secondary school students. The researcher does not agree that parental occupation can determine students' academic achievement. This is because of the fact that variables that determine one's occupation may not be the same in parents and children. For instance a child may not be as brilliant as his/her parents who are doctors or lawyers and vice versa.

There is no significant difference in the mean ratings of parents' income on student's academic performance. Influence of parental income on students' Academic performance
With regard to the third research question, the students (respondents) agreed that parental level of income influence students' academic achievement. This is in conformity with Francis (2007) who opines that the lower income families may be aware of the importance of education in the society, but at the same time they are also aware of their limited resources to measure up with such educational demands. According to the author, a family that can scarcely provide for the basic needs of the family which include food, shelter and clothing will hardly motivate the academic excellence of their children. Instead, they will pressurize their children to seek for job opportunities with the little education they acquired to support the family.

The result also indicate that students whose parents are on high income status higher academic aspiration than children whose parents are on low income status. This findings is in conformity with the view of Ojo and Yilma (2010) that the Socio-economic status of a mainly is capable of affecting the behaviour of the children and determines their aspiration. Families with high socio-economic status often have more success in preparing their children for school because they typically have access to wide range of providing their young children with high quality child care, and books. They also encourage their children in various learning activities at home.

Conclusion

From the findings of the study, it was concluded that home background factor influence academic performance of students in schools. Prominent among the home background factors include parental educational level, parental income and parental motivation. Educational statuses of the parents and students' academic achievement have a close relationship between them. This is because parents themselves having being to school realized the importance of being educated. They stand better chance to support their children for better academic achievement.

The acceptance of hypotheses two and four was based on the result of statistical data from the field. Personal observation equally showed that parental occupation cannot determine student academic achievement. This is because education which is the major determinant of occupation may not be the same in the parents and children. Again, a child from large family size, who has strong determination, can compete favorably with another child from small family size. Moreover, most children from small families are over pampered and undetermined.

Recommendations

The following recommendations are made:

1. Parent should make sure that they educate their children
2. Government should welcome and encourage participation of local communities, Voluntary individuals and organizations towards provision of textbooks, instructional materials library materials and so on, where the school is situated.
3. Government should make sure teachers and students environment should be conducive such as health care centers, shelter and other social facilities like electricity, portable drinking water, are well provide. This to large extent encourage both teachers and students by making them to put in their best in teaching and learning situation.

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