

INFLUENCE OF PARENTAL INCOME POSITION ON STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SENIOR SECONDARY SCHOOLS IN ABUJA MUNICIPAL AREA COUNCIL, NIGERIA

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Abstract

This paper examined the influence of parental income position on students' academic performance in public senior secondary schools in Abuja Municipal Area (AMAC), Nigeria. Two research questions were raised while one null hypothesis was formulated and tested to guide the study. This study adopted the descriptive survey and ex-post facto research design. The study used a sample of 12 out of 24 public senior secondary schools in AMAC, which was 50% of the population. The data for the study were gathered through copies of the questionnaire that were administered to 367 students, and the result of 17602 students in West African Senior Secondary Certificate Examination (WASSCE) in five subjects including English language and Mathematics from 2012 to 2017. The method of selection was through simple random sampling technique. The questionnaire tagged "Parental Income Position Questionnaire" (PIPQ) was pilot tested and reliability co-efficient of 0.81 was obtained. Furthermore, mean, frequency, standard deviation and percentage were used to answer the research questions while Pearson's product-moment correlation co-efficient was used to test the hypothesis at 0.05 significance level. The study revealed that there was a significant relationship between parental income position and students' academic performance in public senior secondary schools in AMAC. The findings of this study have led the researcher to conclude that parental income position influenced students' academic performance in public senior secondary schools in AMAC. Based on the findings of the study, it was recommended that, parents should endeavor to pay the school fees of their children on time.

Keywords: Parental Income position, Students' Academic Performance and Public Senior Secondary Schools

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Introduction

Education is one of the basic needs of human life. According to Marbuah (2016), education is expected to provide one with capital such as qualification, knowledge and skill sets relevant to improve health conditions, secure stable employment, increase one's income, allocate resources efficiently to maximize output, contribute in terms of taxes to the nation and improve the quality of life of the individual. Parental income position plays a vital role in the educational development of a child. Studies have proven that parental income position to a large extent has a way of influencing students' academic performance. Aikens and Barbarian (2010) asserted that the difference in home environment is based on parental income level which influences children's ways of life. According to Evans (2004), students from wealthy home have a literacy culture, which is characterized by the frequency with which parents engage in joint book reading with their children, the frequency with which children read books outside the school, and the frequency with which household members visited the library with their children influence students' academic performance positively.

Parental income position is among the several parental factors that have been linked to students' academic performance in public senior secondary schools in AMAC, Nigeria. According to Mayer (2002), children of affluent parents are more likely to succeed in life than the children of poor parents probably because the rich parents spend more than poor parents on their children and these investments lead to better outcomes for their children. This implies that parental income position can have a positive or negative influence on the academic performance of students. When parents provide the educational needs for their children, they perform better than their counterpart. Aremu (2010) stressed that academic failure is not only frustrating to the students and the parents, its effects are equally grave on the society in terms of dearth of manpower in all spheres of the economy and politics. Secondary education is supposed to be the bedrock and the foundation towards higher knowledge in tertiary institutions. It is an investment as well as an instrument that can be used to achieve more rapid economic, social, political, technological, scientific and cultural development in the country. Thus, this study was set out to examine the influence of parental income position on students' academic performance in public senior secondary schools in AMAC.

Statement of the Problem

Many factors could contribute to the achievement of good academic performance of students in public senior secondary schools in AMAC. One of these factors is parental income position. Researchers have associated the level of parents' socio-economic status (income, education and occupation) to students' academic performance. According to Willingham (2012), income of parents' contribution to children's educational attainment is not very explicit but influences education in the long-term through: the provision of an excellent pre-school which offers the child a stronger foundation to start on, well-resourced school, educational stationary, library, and extra tuition for children. The quality of parental income position goes a long way to predict the quality and regularity of the satisfaction and provision of a child's academic needs. Poor parental income position with gross deprivation of social and economic needs of a child, usually yield to poor academic performance of that child. The poor academic performance of students in public senior secondary schools in AMAC is a serious concern to educational managers and parents. This study therefore, examined the influence of parental income position on students' academic performance in public senior secondary schools in AMAC.

Purpose of the Study

Specifically, the study sought to achieve the following objectives:

- i. Determine the level of parental income position in relation to students' academic performance in public senior secondary schools in AMAC.
- ii. Examine the trend in students' academic performance in public senior secondary schools in AMAC from 2012 to 2017.
- iii. Ascertain if there is any significant relationship between parental income position and students' academic performance in public senior secondary schools in AMAC

Research Questions

The following research questions were formulated to guide this study:

- i. What is the level of parental income position in relation to students' academic performance in public senior secondary schools in AMAC?
- ii. What is the trend in students' academic performance in public senior secondary schools in AMAC from 2012 to 2017?

Hypothesis

One null hypothesis was formulated and tested at 0.05 level of significance:

HO₁: There is no significant relationship between parental income position and students academic performance in AMAC.

Concept of Parental Income Position

The need for parental income position in determining students' academic performance cannot be overemphasized. Lareau (2003) explains that parental income position could be expressed in two terms, which are relative and absolute. According to Lareau, absolute income is a situation whereby as income increases, so is family consumption level while relative income on the other hand reflects a person or family's saving and consumption based on the family's income in relation to others. However, low income families focus on meeting immediate needs and therefore, have no interest in accumulating wealth that could be passed on to future generations. Thomas (2004) notes that family's income position could define such a family's social status in the community, because what creates the marginal difference between social classes has always been income position. Families with low income lack the time and the energy to invest for their children's preparation for school, and sometimes face the limited array of options for high quality child care both before their children start school and during early school years.

Parental income position is associated with good parenting in the home, the provision of secure environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values, high aspirations relating to personal fulfillment and good citizenship, contact with schools to share information, participation in school events, monitoring the academic related activities in school and so on.

Concept of Students' Academic performance

In educational institution, success is measured by academic performance, or how well a student meets standards set out by government and the institution itself (Bell, 2014). Academic performance generally refers to how well a student is accomplishing his or her tasks and studies. Although, education is not only the yardstick to determine success in the working world, much effort is made to identify, evaluate, track and encourage the progress of students' in schools. Olabanji (as cited in Ezeaneche,2016) described students' academic performance as the result obtained creditably or otherwise by students' at both internal and external examinations. Academic performance is the students' achievement level in schools based on grades attained in schools, and placement in higher institutions.

In this study, students' academic performance is conceived as performance of students in the West African Senior School Certificate Examination (WASSCE) from 2012 to 2017. It is measured based on the performance of students' in at least credits five (5) subjects including English language and Mathematics according to the grades obtained in their results in WASSCE. The grades were structured on a 4 points scale as follows:

4=5 credits including English language and Mathematics.

3= 5 credits with either English language or Mathematics.

2=5 credits with neither English language nor Mathematics.

1= less than 5 credits.

Relationship between Parental Income Positions and students' Academic Performance

The parental income position is related to students' academic performance. Onabanjo (2002) asserted that an average parent with a small income can only take care of a small percentage of a child's education, and such parents may only be able to pay school fees while the child is deprived of basic needs such as sandals, school uniform, a balance diet, textbooks, pocket money and so on. Child that is deprived of those needs might end up having a low academic performance in school. According to Douglas (2001), poor feeding and housing resulting in overcrowding appear to handicap child academic performance. This means that such child cannot perform well academically. However, children from high and middle economic status parents are better exposed to a good learning environment at home because of the provision and availability of extra learning facilities.

Mayer (2002) explains that the effect of parental income on children's outcome can be viewed in three ways: the correlation between parental income and children's outcome, the causal effect of parental income on children's outcome and the effect of particular policies implemented to raise the income of poor families. Despite the limitations associated with them, Mayer recommends that they are useful in highlighting changes overtime and across countries in relation to parental income and children's outcome. In her analysis, she concluded that parental income has a positive relationship on children's outcomes.

Methodology

In this study, two research questions were raised while one null hypothesis was formulated to guide and test the study. Descriptive survey and ex-post facto research design were adopted. The study used a sample of 12 out of 24 public senior secondary schools in AMAC, which was 50% of the population. A total of 367 out of 8103 were used as the sample for the study using Krejcie and Morgan (1970) sample size table. The method of selection was through simple random sampling technique. Also, the study used 17602 out of 54608 record of students who sat for West African Senior Secondary Certificate Examination (WASSCE) in five subjects including English Language and Mathematics from 2012-2017. The data for the study were gathered through copies of the questionnaire and the result of students in West African Senior Secondary Certificate Examination (WASSCE) in five subjects including English language and Mathematics from 2012 to 2017 in an ordinary level.

The questionnaire tagged "Parental Income Positions Questionnaire" (PIPQ) was used in the study. The PIPQ contained 10 question items and it was administered to the students. The respondents were required to answer the items on a 4 point Likert rating scale, ranging from 4 to 1 as follows: To very large extent is 4 points, Moderately is 3 points, Rarely is 2 points and Never is 1 point. The respondents were required to tick against the rating that reflects their opinion about parental income position in public senior secondary schools. The questionnaire was pilot tested and reliability co-efficient of 0.81 was obtained.

Furthermore, mean, standard deviation were used to answer the research questions while Pearson's product-moment correlation co-efficient was used to test the hypothesis at 0.05 significance level. The decision rule for the results of data analysis was that a mean score of 2.50 and above was considered as positive response (moderately) and less than 2.50 was considered as negative response (rarely). In addition, the calculated probability (p-value) that was greater than the significant level of 0.05 was considered acceptable while the p-value that was less than the significant level of 0.05 was considered not acceptable. The above methods enable the researcher to evaluate the relationship between parental income position and students' academic performance in public senior secondary schools in AMAC.

Results

Research Question 1

What is the level of parental income position in relation to students' academic performance in public senior secondary schools?

Table 1: Analysis of Level of Parental Income Position in Relation to Students' Academic Performance in Public Senior Secondary Schools in AMAC

S/No	Parents income positions Items:	Mean	Standard Deviation	Decision
1.	My parents could afford my school fees.	2.77	1.01	Moderately
2.	My parents could buy me text books promptly.	2.93	1.02	Moderately
3.	My parents could afford what I need in school.	2.90	1.00	Moderately
4.	My parents provide me with educative materials at home.	2.97	1.00	Moderately
5.	My parents could provide quality food which promote good health and enhance my study condition.	2.81	1.02	Moderately
6.	My parents provide me with extra lesson teacher at home.	3.08	1.02	Moderately
7.	My parents monitor my homework from time to time	2.78	1.02	Moderately
8.	My parents give me enough time and space to study at home.	2.80	1.01	Moderately
9.	My parents monitor my academic performance closely.	2.83	1.01	Moderately
10	My parents provide enabling environment for me to study at home.	2.94	1.00	Moderately
Overall Assessment		2.88	1.01	Moderately

Table 1 presents the analysis of the level of parental income position in relation to students' academic performance in public senior secondary schools in AMAC, which had the overall assessment mean score of 2.88 that is higher than the 2.50 cut-off point. The study revealed that the level of parental income position in relation to students' academic

performance in public senior secondary schools in AMAC was moderate. This means that the parents could afford some education needs of their children in public senior secondary schools in AMAC.

Research Question 2

What is the trend in students' academic performance in public senior secondary schools in AMAC from 2012-2017?

Table 2: Analysis of the Trend in Students' Academic Performance in Public Senior Secondary Schools in AMAC from 2012-2017

Year	No of Candidates	4	3	2	1	Mean	Standard Deviation
2011/2012	3176	1261	1307	359	249	3.13	1.00
2012/2013	3459	1524	1232	422	281	3.16	1.01
2014/2015	3584	1604	1311	414	255	3.19	1.00
2015/2016	3637	1732	1242	535	128	3.26	1.01
2016/2017	3746	1639	1413	425	269	3.18	1.01
Total	17602	7766	6495	2159	1182	3.18	1.01
Trend (%)		44%	37%	12%	7%		

Source: FCT Education Resource Centre: SSCE Result from selected schools (2012-2017)

- Key: 4= 5 credits including English Language and Mathematics
- 3 = 5 credits with either English Language or Mathematics
- 2= 5 credits with neither Mathematics nor English Language.
- 1= Less than 5 credits.

Table 2 shows the academic performance of students in SSCE between 2012 and 2017 in 12 selected public senior secondary schools in FCT. From the table, the overall performance levels show that 44% of students had five credits and above including English Language and Mathematics, 37% had five credits and above with either English or Mathematics. Also, 12% had five credits with no English and Mathematics, while 7% had less than five credits. Also, details of the data analysis indicated that the students had highest performance in 2015/2016 academic sessions with mean score of 3.26 and least performance in 2011/2012 with mean score of 3.13.

Test of Hypothesis

HO₁: Thereis no significant relationship between parental income position and students' academic performance in public senior secondary schools in AMAC.

Table 3: Analysis of Relationship between Parental Income Position and Students' Academic Performance in Public Senior Secondary Schools in AMAC

Variables	N	Mean	Standard Deviation	R	p-value	Decision
Parental Income Position	367	2.88	1.01	0.40	0.00	HO ₁
Students' Academic Performance	17602	3.18	1.01			Not Accepted

Table 3 shows the relationship between parental income position and students' academic performance in public senior secondary schools in AMAC. The calculated value of Pearson's product-moment correlation(r) was 0.40, which indicated that there is a positive relationship between parental income position and students' academic performance in public senior secondary schools in AMAC. Also, the p -value 0.00 is less than 0.05 (5%) significance level, which means that there was significant relationship between parental income position and students' academic performance in public senior secondary schools in AMAC. The null hypothesis was not accepted. This implied that parental income position influenced students' academic performance in public senior secondary schools in AMAC.

Discussion of Findings

From the analysis of data, the study revealed that the level of parental income position in relation to students' academic performance in public senior secondary schools in AMAC was moderate. This means that parents could afford some education needs of their children in public senior secondary schools in AMAC. This is in line with the discovery of Onabanjo (2000) who asserted that an average parents with such a small income can only take care of a small percentage of a child's education, such parents may only be able to pay school fees while the child is deprived of basic needs such as sandals, school uniform, textbooks and so on, which in turns make his performance in school very low.

Furthermore, the study revealed that the trend in students' academic performance showed that the least performance recorded was in 2011/2012 academic session while the highest performance recorded was in 2015/2016 academic session. This implied that the students in 2015/2016 academic session had better chance to gain admission into the tertiary institution such as University, Polytechnic as well as Colleges of Education. This is in line with the discovery of Tomas (2011) who confirmed that there was a marked level of individual difference in academic performance which however has been linked to differences in students' disposition and personality. The finding of this study is not in line with the findings of Nwankwo (2018), who stated that the least performance recorded was in 2015/2016 academic session while the highest performance recorded was in 2012/2013 and 2013/2014 academic sessions in Federal Capital Territory senior secondary schools.

Lastly, the finding of the study ascertained that there was significant relationship between parental income position and students' academic performance in public senior secondary schools in AMAC. This means that parental income position influenced students' academic performance in public senior secondary schools in AMAC. This study is in agreement with the study of Evans (2004) who established the relationship between parental income position and students' academic performance in schools.

Conclusion

Parental income position is associated with good parenting in the home, the provision of secure environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values, high aspirations relating to personal fulfillment and good citizenship, contact with schools to share information, participation in school events, monitoring the academic related activities in school and so on. The findings of this study have led the researcher to conclude that there was a significant relationship between parental income position and students' academic performance in public senior secondary schools in AMAC. This implied that parental income position influenced students' academic performance in public senior secondary schools in AMAC.

Recommendations

Based on the findings of this study, the following recommendations are made:

- i. Parents should endeavour to pay the school fees of their children on time.
- ii. Parent should create enough time to monitor the academic related activities of their children closely.
- iii. The school Administrators should use Parents Teachers Association (PTA) meetings as a medium to always remind the parents the need to provide educational materials for their children for better academic performance.

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