

THE IMPACTS OF PARENTAL STATUS ON STUDENTS' ACADEMIC PERFORMANCE IN ECONOMICS IN ADO LOCAL GOVERNMENT AREA OF EKITI STATE

Aladejana, Omolola Oluwafunmito

Peace and Joy Group of Schools, Ikere-Ekiti, Ekiti State, Nigeria

ABSTRACT

This research work examined how parents' socio-economic status has impact on students' academic performance in Economics in Ado Local Government Area of Ekiti State. A survey design was adopted for the study. One hundred senior secondary Economics students were drawn by simple random sampling from five schools in Ado -Ekiti of Ekiti State. Three research questions guided the study. Data were collected using a self-constructed questionnaire and analyzed using percentage. The result revealed that parents' socio-economic status, family size, and educational level of parents, contributed significantly to students' performance in Economics. Based on the findings, the study recommended that Parents should continue to get involved in their children's academic progress by providing all necessary materials that the children need in school to learn especially Economics effectively, monitoring their activities in and out of school, ensuring that home work is done and meeting with their teachers when the need arises. The study concluded that parents' socio-economic status has positive impact on student's performance in Economics.

Keywords: *socio-economic, status, parents, performance, economics.*

Introduction

Education is the best legacy parents can give to their children. The development of the nation starts from the family. When the family succeeds in teaching and impacting good values in their children,

the country becomes a better place to live. This education at the secondary level is considered a multidimensional process and economics is one of the subjects being offered.

When economics was introduced into the secondary school curriculum, its popularity grew rapidly because the first schools which offered it in West African school certificate examination (WAEC) had unexpectedly good results. Economics is concerned with human behavior such as how people earn their living and make a choice between alternatives to satisfy their wants. Economics deals with day-to-day activities. The knowledge of economics enables an individual to spend wisely and judiciously so that the resources at their disposal can be used to maximize their satisfaction. It prepares an individual to contribute positively to the rapid economic development of the nation. This an attempt has been made to integrate the theoretical foundation of economics is one of the electives or group of subjects expected to be studied at senior secondary school (S S S) level under the new National policy on education.

This curriculum according to Osunnaye (2005) has been designed by the comparative education study and adaptation center (CESAC) to meet the requirements of Economics in the system. The guiding principle of this curriculum is the need to equip graduates of the senior secondary school with the basic knowledge and skill that will enable them to better appreciate the nature of Economics problems in using various techniques in learning and teaching processes.

According to Adu (2002), the study of Economics serves a useful purpose in modern life. it gives us facts and show us what maybe expected to be the outcome of certain lines of conduct, it helps us to decide which of the several alternatives to choose. It changes its recipients to make a wise choice that will satisfy their needs in the presence of limitless wants and limited resources.

Several parental factors have Influence on educational Performance in economics such as socio-Economic Status (SES), family structure, educational level

Socio-economic status can be defined as a person's overall socio position to which attainment in both the social and economic domain contribute (Carrillo, Foress, Moya & Valor-Segural, 2020). Socioeconomic status is an economic and sociological factor combined to measure a person's work experience and of an individual's or family's economic and social position in relation to others.

When analyzing a family's socio-economic status, the household income, earner's education and occupation are examined, as well as combined income verses with an individual, when their own attributes are assessed. Keltner (2008).

Similarly, performance in economics may also be linked to the family structure. As sole parent families on average have lower levels of income, children from these families are likely to have lower educational attainment and are less likely to be the labor force, children from these families are likely to have lower educational performance (Rich, 2000).

Also, unstable family may lead to poor academic performance of the students. Family background influence academic performance of a child. For instance, in some homes, the marriage is stable and happy parents live together happily with the children, encourage them and show interest in their school work. Books may be available in the home and quite corner where the children can stay and study, but if home is not stable the children will not be able to concentrate on their studies.

Statement of the Problem

Economics as a subject has various values to the learners and these values include; (1) The cultural values (2) Intellectual training (3) Vocational training. These values of economics cannot be over emphasized. There are many parental factors responsible for achievement of values. Which of these factors have any significant impact on students' academic performance in Economics? Hence, this research study is to determine the effect of parents' socio-economic status on students' academic performance in Economics in Ikere-Ekiti Local Government Area.

Research Questions

The following researches were raised and answered:

- (1) What is the difference between academic performance of students in Economics from high socio-economic status and those from low socio-economic status?

- (2) What is the difference academic performance of secondary school students on Economics from small family size and those from students from large family size?
- (3) What is the difference between academic performance of students in Economics from educated home different and those students from uneducated home?
- (4) What is the difference between academic performance of students in Economics from high educational level and those from low educational level?

Research Design

The research design used for the study was a survey design.

Population, Sample and Sampled Techniques

The population for this study consisted of all SSI Economics students from various Government Senior Secondary Schools in, Ekiti state. The sample for this study consisted of one hundred (100) Economics students and ten economics teachers from five (5) selected senior secondary schools in Ekiti. Using simple random sampling techniques.

Research Instruments

The instrument used for collecting data for this study was self-structured questionnaire consisting of severe items reflecting the respondent's bio data, and socio-economic status. It was divided into two sections. Section A contained personal data of the respondents while section B dealt with eliciting the opinion of the respondents.

Data Analysis

The completed questionnaire was collected and analyzed. The frequencies were found and these were converted into percentages.

Descriptive Analysis

Table 1: Percentage Frequency for Socio-Economic status of families

Socio-Economic Status	Frequency	Percentage
High	25	50%
Average	15	30%
Low	10	20%
Total	50	100

This table revealed the levels of Socio-Economic status of sampled families. 50% of the respondents were from high socio-economic status, 30% were from average and 20% were from low socio-economic status. The implication of this finding is that the students are from good socio-economic status

Research Question 1

Does the academic performance of students from high socio-economic status differ from students from low socio-economic group/status?

Table 6: Percentage frequency of respondent for High and Low Socio-economic status.

S/N	ITEMS	% YES	%NO
1.	Can you differentiate between students from a High Socio-economic status and the low one's in your class	89	11
2.	Are students from low socio-economic status perform better in Economics than students from high socio-economic status	05	95
3.	Parents nature of work has effect on students' academic performance in school	70	30

The table 2 above showed effect of Socio-Economic status of parents on students' performance. 89% of the respondents said, they can differentiate between students from high socio-economic status and the low one's while 95% disagreed that students from low socio-economic status perform better in Economics than students from high socio-economic status and finally, parents' nature of work has effect on students' academic performance. This result implies that students from high socio-economic status do perform better than those from low economic status

Research Question 2:

Does the academic performance of secondary school students from small family size differ from large family size?

Table 4: Percentage frequency for large and small family size

S/N	ITEMS	%YES	%NO
1.	Students from small family size do perform better than students from large family size.	85	15
2.	Students from monogamy type of family do well in Economics than those from polygamy type of family	90	10
3.	If your father has more than one wife, is the family relationship affecting your school?	70	30

The result of analysis in table 4 showed that 85% of the respondents agreed that students from small family size do perform better than students from large family size, 90% agreed that students from monogamy types of family do well in Economics than those from polygamy type of family and 70% agreed that if their father has more than one wife, it is affecting the school performance of the child/children.

The implication of this result is that the academic performance of secondary school students from small family size is better than students from large family size.

Research Questions 2

Does the academic performance of students from educated homes different from students from uneducated homes?

Table 5: Percentage of frequency of Respondents from educated and uneducated homes

S/N	ITEMS	% YES	% NO
1.	Students from educated homes have access to good education than those from uneducated homes	90	05
2.	The educational background of parents has impact on their children achievement in school	100	-

Table five above revealed the academic performance of students from educated and uneducated homes. 95% of the respondents agreed that students from educated homes have access to good education than those from uneducated home. All the respondents agreed that the educational background of parents has significant impact on their children’s achievement in school. The implication of this result is that students from educated home do perform better than students from uneducated homes.

Research Question 4:

Does stable home influence the academic performance of students in Economics?

Table 7: Percentage frequency for influence of stable home of performance

S/N	ITEMS	% YES	% NO
-----	-------	-------	------

1.	Students from divorced homes do perform better than those from stable homes	20	80
2.	Stable homes contributed significantly to students' performance in Economics	95	05
3.	The educational background of parents with stable home has impact on their children achievement in school	78	22

The result of analysis in table 7 above revealed that 80% of the respondents disagreed that students from divorced homes do performance better than those from stable home, 95% agreed that stable homes contribute significantly to students' performance and 78% agreed that educational background of parents with stable home has impact on their children achievement in school. The implication of this result revealed that stable home influence the academic performance of students in Economics

Discussion of Findings

The findings of this study revealed that of socio-economic status, parents' level of education and materials status of students contribute significantly to students' performance in school.

The study revealed that students from small family size perform significantly better than students from large family size.

Rich (2000) supported this result when he linked family structure with students' performance. He noted that students from small family size have low expenditure rate and children of such family, are likely to have high educational attainment and perform better.

Also, the educational level and performance of students from home is significantly better in the study than those from uneducated. Mukherlee (1995) stated that students from home where there is low level of literacy happen to perform poor in their studies. The socio-economic status of parents was revealed in the study to significantly contribute to students' performance in Economics

class. That is why Graetz (1995) stated that the effects of parental socio-economic status on children educational outcome may be neutral, strengthened or mediated by a range of other contextual, family and individual characteristics. The study therefore revealed that parental socio-economic status has significant impact on students' academic performance in Economics.

Conclusion

This study reveals that parental socio-economics status, family structure, parental occupation, and the parental education level had much significant influences on the student's achievement in Economics. The implication of this is that parents of this age are more aware and serious about giving their children the best own shortcomings.

Recommendations

Based on the findings and discussion made above, the researcher recommend as follows:

Parents should continue to get involved in their children's academic progress by providing materials that help their children or wards to learn especially Economics effectively, monitoring their activities in and out of school, ensuring that home work is done, providing all necessary materials they need in school and meeting with their teachers when the need arises.

Since the findings of this study seem to suggest that parents, irrespective of their background status, are getting involved in their children's academic work, they should be regularly informed of their children's academic progress by the school authorities.

Similar studies could be carried out in other states of the federation with different cultures to ascertain whether the same result will be obtained.

References

Adu (2002). Guidance process in the teaching process and social achievement, *Journal of Psychological Researches*, 24(1-2), 83-89.

Aniley et.al (1995). Factors affecting students' quality of academic performance, *Journal of Quality and Technology Management*, 1(2), 1-14.

Keltner, D. (2008). Signs of socio-economic status: A thin slicing approach, *Psychological Science*, 99-106.

Ossunaye (2005). Impact of Socio-Economic Status of Parents on Academic Achievement of Students in Biology. Ph.D. Thesis unpublished, Ibadan: university of Ibadan.

Navarro Carrillo, G., Alonso-Foress, Moya & Valor-Segural, (2020). Socioeconomic Status and Psychological Wellbeing: Revisiting the Role of Subjective Socioeconomic Status. *Sec. Personality and Social Psychology*, 11(11), 2227-2235.

Rich (2000). Theory of Achievement Motivation and Empirical Test. *Journal of psychology*, 132(2), 412-422.

Received on June 24, 2023

Accepted on Aug 24, 2023

Published on Oct 01, 2023