

**SURVEY OF PARENTAL SOCIO-ECONOMIC BACKGROUND ON ACADEMIC
ACHIEVEMENT OF SECONDARY SCHOOL BIOLOGY STUDENTS IN MINNA
METROPOLIS, NIGER STATE.**

JIMOH, Surajudeen Oluwaseun

2014/1/51407BE

**DEPARTMENT OF SCIENCE EDUCATION
SCHOOL OF SCIENCE AND TECHNOLOGY EDUCATION
FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA NIGER STATE**

NOVEMBER, 2019

**SURVEY OF PARENTAL SOCIO-ECONOMIC BACKGROUND ON ACADEMIC
ACHIEVEMENT OF SECONDARY SCHOOL BIOLOGY STUDENTS IN MINNA
METROPOLIS, NIGER STATE.**

BY

JIMOH, Surajudeen Oluwaseun

2014/1/51407BE

**PROJECT REPORT SUMITED TO
DEPARTMENT OF SCIENCE EDUCATION
SCHOOL OF SCIENCE AND TECHNOLOGY EDUCATION
FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA**

**IN PARTIAL FULFILMENT OF THE RQUIRMENT FOR THE A WORD OF
BACHELOR OF TECHNOLOGY (B.TECH) DEGREE IN
BIOLOGY EDUCATION**

NOVEMBER, 2019

ABSTRACT

The main purpose of this study was to investigate the effect of parental socio-economic background academic achievement of secondary school biology students in Minna Metropolis, Niger State. The study was further guided by the following research objectives: to identify the effects of parental socio-economic background on academic achievement of secondary school biology student and to identify the effect of socio-economic background on academic achievement of student in Minna Metropolis based on gender. A descriptive survey research design was adopted in this study. The sample of this study included;25 PTA members, 100 students and 4 principals in secondary school Minna Metropolis. In total, the sample size was 129. Questionnaires and interview guides were used as the main instruments of data collection. Data were coded into the computer with the help of the Statistical Package for Social Sciences (SPSS). Data was presented in tables. Qualitative approach was used to analyze the data retrieved from the interview guides. Data were analyzed by the mean and standard deviation and it was used to answer the two research questions posed for this study and 2.5 was chosen as criterion mean to either accept or reject the items from the questionnaire. The following recommendation was given: The Ministry of Education, school administrators and the local authorities need to come up with frequent community-based forums that are specifically structured towards enhancing parental participation in their children's education. During these forums, the parents may be highlighted on the importance of education not only in the child development but also community growth. There is also need for policy formulation and implementation that encourage parents who have never attained any formal education to get the opportunity. These policies need to be introduced in Minna Metropolis Niger state and parents encouraged to enroll.

TABLE OF CONTENT

Content	Page
Title page	i
Declaration	ii
Certification	iii
Dedication	iv
Acknowledgement	v
Abstract	vii
Table of Content	viii
List of Table	xi
CHAPTER ONE	
1.0 INTRODUCTION	1
1.1 Background to the study	1
1.2 Statement of the Problem	6
1.3 Purpose of the study	7
1.4 Research Questions	7
1.5 Research Hypotheses	8
1.6 Significance of the Study	8
1.7 Scope of the study	9
1.8 Operational Definition of Terms	9
CHAPTER TWO	
LITERATURE REVIEW	11
2.1 The Conceptual Framework	11

2.1.1	Parental Income	14
2.1.2	Parental Education	15
2.1.3	Parental Occupation	15
2.1.4	Students' Academic Achievement	16
2.2	Theoretical Framework	18
2.2.1	Parental Attachment Theory	18
2.2.2	Mashow's Motivational Theory	19
2.2.3.	Walberg's Theory of Educational Productivity	20
2.3	Empirical Studies	21
2.4.	Summary of Literature	23

CHAPTER THREE

RESEARCH METHODOLOGY

3.1	Research Design	25
3.2	Target Population	25
3.3	Sample and Sampling Techniques	26
3.4	Research Instrumentation	27
3.4.1	Questionnaires	27
3.4.2	Interview Guide	27
3.5	Validity of Research Instruments	28
3.6	Reliability of Research Instruments	29
3.7	Method of Data Collection	30
3.8	Method of Data Analysis	30

CHAPTER FOUR

4.0	DATA ANALYSIS AND INTERPRETATION OF FINDINGS	31
4.1	Response Rate	31
4.1.1	Demographic Information	32
4.1.2.	Types of School	35
4.2.	Data Analysis	41
4.2.1	Answering of research questions	41
4.3.	Testing of Null Hypothesis	44
4.3	Discussion of the findings	45

CHAPTER FIVE:

	SUMMARY, CONCLUSION AND RECOMMENDATION	47
5.1	Introduction	47
5.2	Summary of the study	47
5.3	Conclusions	48
5.4	Recommendations	49
5.5	Recommendations for Further Studies	50

REFERENCES

APPENDICES

LIST OF TABLES

Table	Page
4.1 Response Rate	31
4.2 Response Rate Based on Gender	32
4.3 Response of Students Based on Age	33
4.4 Respond Rate of P T A Members Based Age	34
4.5. Response of students Based on Type of School	35
4.6. Response of Students Based on Whom They Stay With.	36
4.7. Response of students bases on their parental level of education	36
4.8. Response of students based on the extent of their parents' level of education	37
4.9. Response of students based on their parent source of income	38
4.10. Response of students based on their parent's socioeconomic status	38
4.11. Response of students based on their family structure	39
4.12. Response of students based the extent their family structure affects their academic achievement.	40
4.13. The data of parental level of education influence the academic achievement of all students.	41
4.14. The data of parental socio-economic status influence the academic achievement of all students.	42
4.15. The data of parental family structure influence the academic achievement of all students.	43

- 4.16. The data of the effect of parental socioeconomic background affect student academic achievement based on gender. 44
- 4.17. The data show there is significance differences between socioeconomic background on academic achievement of male and female biology student's student. 45

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Study

Education is the best legacy a nation can give to her citizens. This is because the development of any nation depends on the educational attainment of her citizenry and the quality of education of such a nation. Education does not only provide knowledge and skills but also inculcates values to students. It prepares individuals to be responsible citizen life. According to Mahmud, (2010). 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. It is then generally believed that socio-economic background of the parent has direct impact on the academic performance of the students.

Socio-economic status (SES) is often measured as a combination of education, income and occupation. It is commonly conceptualized as the social status or class of an individual or group. Low socio-economic status and its correlates, such as lower education, poverty and poor health, ultimately affect our societies as a whole. Research indicates that children from low social economic status (SES) households and communities develop academic skills more slowly compare to children from higher socio-economic status group. Aiken and Barbarin, (2008). noted that, the school system in low social economic status communities are often under resource and have negatively affected student's academic progress. Families from low social economic status communities are less likely to have the financial resource or time available to provide children with academic support. According to Agulana and Nwachuku, (2001). in the quest of finding

survival fees, the nation has evolved series of socio-economic and educational measures and policies such as structural adjustment program (SAP), austerity measure, universal primary education, (UPE), Universal Basic Education (UBE) and devaluation of the naira. These measures have not improved the socio-economic and educational status of families in this country. They have rather increase their suffering and widened the socio-economic gaps between families.

Curry, (1996). lamented that parent becomes poor due to their hard measures, they can no longer shelter, and clothing and special need of their children in school such as provision of textbook, school uniforms and good medical bills cannot be met.

Many rural and sub-urban dwellers can no longer pay the school fees of their children.

Children are made to engage in subsistence farming and become housemaids or engage in other menial jobs to support their academic pursuit. 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 student. Adewale, (2002). had reported that in a rural community where nutritional status is relatively low and health problem are prevalent, children academic performance is greatly hindered. This assertion is again hinged on nature of parental socio-economic background.

Home background according to program international studies assessment (PISA),(2000). influence academic and educational success of student. Status reinforces the activities and functioning of the teacher and students. The quality of parents and home background of student goes a long way to predict the academic performances of student. Child from poor home may suffer because there may be no money to pay school fees, purchase book, uniforms, and other

schools' materials, such child may play truant, thus his performance in school may be adversely affected Shittu, (2004). Similarly, good parenting supported by strong economic home background could enhance strong academic performance of the child.

Learning environment that is free of barrier or obstacle or distraction such as noise, gas/smoke pollutions and so on can constitute health hazards, which in turn affect or reduce student's concentration or perceptual focus to learning. Market and garages located near schools have always posed a threat to student. Noise and pollution from these sources have always endangered student life and concentration. Other factors according to Danes, (2004).

Complementing environment and socio-economic factors to produce high academic achievement and performance include good teaching, counseling, good administration, and good seating arrangement. It has also been proved that student that comes from simulative environment with laboratory equipment or those that are taught with rich instructional aides, picture and allowed to demonstrate using their functional nerves like eyes, hands and sense of touch perform better than those trained under theoretical and canopy of abstraction. Thus teaching and learning should be done under organized, planned and fortified environment with instructional aides to stimulate student sense of conception, and concentration to facilitate systematic understanding and acquisition of knowledge.

Factors which are present in the family contributed greatly to the performance of the students. Among these are parental educational backgrounds, income, exposure, parental relationship with each other, strength of the family/population, religion, occupation, can determine to a greater extent the readiness of the child to learn. However, the influence of other factor like mental and physical disabilities can account for poor academic performance of students in biology.

Without any doubt, these factors affect the educational attainments of students but important as well are certain family factors of the students. Family background is the bedrock of children's psychological development, social relations, moral advancement, and socio-economic attainments. This view was shared by Ajila and Olutola, (2009). when they noted that the home has a great influence on the child psychological, emotional, social and economic state. According to them, the state of the home affects the individual since the family is the first point of contact and socializing agent in an individual life.

It is appropriate to say that families are different in terms of various factors – socioeconomic status, level of education, size, cultural background, parental involvement in both academic and extra-curriculum activities of the children, domestic issues, organizational and physical closeness, and so on that affect student academic performance. Qaiser, Ishtiaq, Zaitoon and Wahab, (2012). noted that researches reveal that there are a variety of factors that account for the poor and unsatisfactory academic performance of students. According to them, such factors include illiteracy of parents, domestic issues and problems, large family size, lack of parent attention and control, low socioeconomic status and family structure. For the purpose of this study, family structure is being conceived in terms of single- or two-parent families. Thus, the intention of this research work is to examine whether these parent styles have different impacts on student academic performance or not.

Two-Parent Family

This is a family with both parents and children intact. Michelle, (2012). describes it as the traditional type of family, which is held in esteem by society as it is considered the ideal to raise children. Parental involvement in the activities, training as well as development of the children is

high as both parents are available. In other words, children in two-parent family enjoy more parental support financially, socially and physically from both parents (Fagan & Churchill, 2012). since both parents have more access to employment, income and savings than single parents do (Amato, 2005).

Two-parent families are able to give more time, affection, and supervision to their children than single parents (Peter, 2016). as the two parents can relieve one another when they find that parenting is becoming difficult (Peter, 2016).

This kind of family is also likely to offer more social and emotional supports as the children would be exposed to both father- and mother-figures that are for effective socio-psychological developments.

According to Ella, Odok and Ella, (2015). nuclear family, which consists of two parents and children, is held in esteem by society as being the ideal in which to raise children. In their opinion, such children receive strength and stability from the two parents structure and generally have more opportunities due to financial ease of two parents and they tend to fare better on a number of cognitive, emotional and behavioral needs.

Single-Parent Family

A single parent is a separated person who bears virtually all of the daily and regular responsibilities of bringing up a child or children. Such parenting may result from death or imprisonment of a partner, separation, or divorce of married parents and unintended pregnancy, especially among adolescents. It may also happen as a result of deliberate choice. In other words, individuals (especially, single women) often seek an anonymous or known sperm donor in order to get pregnant and become single mothers. Wikipedia (2012) notes that the demographics of

single parenting show a general increase worldwide in children living in single parent homes as single parenting has become a norm in the United States and is a trend in multiple other countries. Salami and Alawode, (2002). noted that single parents are fast growing family patterns both inside and outside Nigeria nowadays. According to them, the existence of such parents is formerly unknown in Nigeria and where they existed, they are ignored as exceptional cases. Billings, (2012). argues that children from such homes become delinquent because they are most often denied security, protection and love that should come from both parents and these affect their academic activities negatively. In the same vein, Stone, (2012). claims that children from single parents are more likely to show, to a large extent, the effect of under-nourishment, illness, insufficient rest as well as negative attitude towards school, which manifest in infancy, which is a factor that can affect achievement and performance negatively.

Single parent families have on the average, lower income than two parent families and are therefore, more constrained in ensuring adequate financial resources to meet their children's learning needs. It is usually more difficult for single parents to provide and maintain a supportive learning environment for their children since they must cope with the double responsibility of work and child rearing (OECD/UNESCO, 2003).

1.2. Statement of the Research Problem

Observation and report from examination bodies like West Africa Examination

Council (WAEC), National Examination Council (NECO), and Joint Admission

Matriculation Board (JAMB) revealed that a high percentage of secondary school student continue to do poorly in biology and other science examination. This poor performance is likely to be caused by social economic background of the family.

Again, some student was motivated by their parent through provision of educational materials like text books, exercise books, computer etc. and other were not. Other students came to school properly feed other do not.

In the light of these, this research is designed to ascertain the relationship between socio-economic status of parents and student academic performance.

1.3. Aim and Objective

The aim of this study is to determine the effect of parental socio-economics background on academic achievement of secondary school Biology Students in Minna Metropolis. The study strived to achieve the following objective.

1. To survey parental socio-economic background on the student academic performance of biology student in Minna Metropolis, Niger state.
2. To survey parental socio-economic background on the academic performance of student in Minna Metropolis based on gender.

1.4. Research Question

In order to achieve the derived objectives, the following research questions were raised to guide the study.

1. Does Socio-Economics Background of parent affect the academic performance of the Students?
2. Does Socio-Economics Background of the parent affect the academic achievement of the Student based on gender?

1.5. Research Hypothesis

HO₁. There is no significant relationship between parent Socio-Economic back ground and academic performance of biology student in Minna Metropolis, Niger state based on gender.

1.6. Significant of the study

The usefulness of this research work in the educational system cannot be over emphasis. If the result of the study is properly utilized, it is going to be of benefit to the students, teacher, parents and government.

1.6. What and how it benefits to the following;

Student, Teacher, Parent and Government.

Student: It will bring knowledge to students on how their parental Socio-Economic Background affects their academic performance.

Teacher: It will bring knowledge to teacher on how to attend to student individually since their parental socio-economics background is not the same.

Parent: It will bring knowledge to parent on how their socio-economics background is affecting their children in school and how they will concentrate more on their children academics.

Government: It will help the government why the school should be adequately funded. Finally, the research when completed may add to available literature and may encourage further research on this topic.

1.7. Scope of the study

The research will be carried out from government and private schools in minna metropolis. Area; the research was specifically design for senior secondary school from level one and/to outgoing senior secondary school students that offered biology in WASC/NECO The SSI annual results of the SSII students were also used as source of data for the study. The target population for this study consisted of principals (as parent), PTA members (as parent) and students. The main variable under investigation here, Socio-Economics Background will be measured by means of an initial questionnaire administered to students that comprised personal data about their parents' Socio-Economics Background, Principal (as parent) and PTA members (as parent) will be measure by interviewing method to comprised personal data about their Socio-Economics Background. The time to carry out the study will be during the lesson time for about 4weeks

1.8. Operational Definition of Terms

Citizenry: The group of all citizens.

Cultural heritage: A tradition; a practice or set of values that is passed down from preceding generations through families or through institution memory.

Inculcate: To induce understanding or a particular sentiment in a person or persons.

Congruent: Corresponding in character.

Conceptualized: To interpret a phenomenon by forming a concept. To conceive

Assertion: The act of asserting, or that which is asserted; positive declaration or achievement; affirmation; statement asserted; positive advanced.

Hinged: A principle, or a point in time, on which subsequent reasoning or event depend.

Simulative: To model, replicate, duplicate the behavior.

Cognitive: Relating to the part of mental functions that deal with logic, as opposed to affective which deal with emotions.

Virtually: Almost but not quite.

Economic status: Refers to the financial position or level of wealth among the parents.

Educational level: Is the level of formal knowledge acquired by the parents

Family type: Refers to the structure or composition of families.

Influence: refers to the power to make other people agree with your opinions or do what you want.

Performance: is a way of success and is shown by how well somebody do something

Public schools: refers to those institutions maintained or assisted using public funds of the government and local authority

Secondary school: refers to the post primary level of education and normally covers a duration of six years that is from junior Form (jss1-3) to senior Form (sss1-3).

CHAPTER TWO

2.0

LITERATURE REVIEW

2.1 Conceptual Framework

The conceptual framework shows the relationship between the independent variable (parental socio-economic background) and the dependent variable (Students academic performance).

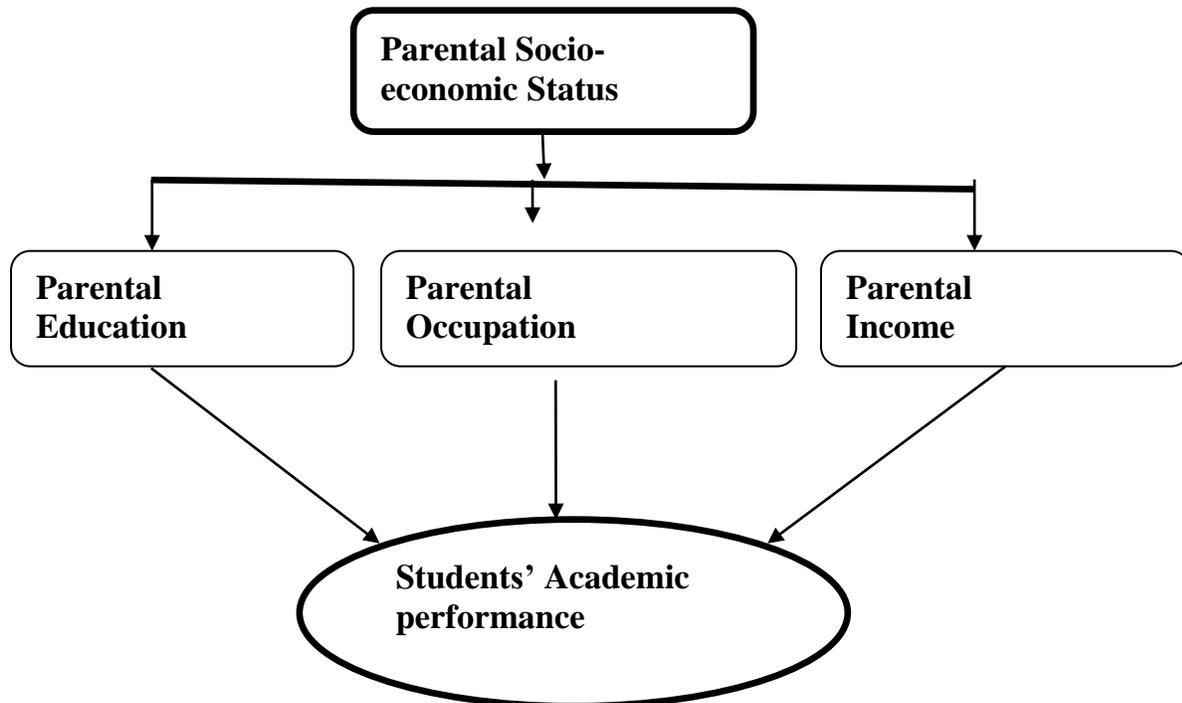


Fig. 1: A Schematic diagram showing relationships among the studied variables

As it has been conceptualized in this study, there are various characteristics of the parents which influence the overall academic performance of students in secondary schools. These characteristics as conceptualized by the study include their levels of education, occupation, income. Parent's education level can affect the academic performance of a student because children will look onto their parent for motivation in terms of education. Also parents who are educated are able to guide their children. Parental occupation also influence student academic

achievement because how to monitor children education depend on parent occupation. Parental income is vital in academic achievement of student because children will look onto their parent to provides all needs in school so to motivate to learning.

2.1.0 Socioeconomic Background(status)

Socioeconomic status (SES) remains a topic of great interest to those who study students' academic achievement. Socioeconomic status is a sociological classification indicating the close relationship between someone's relative wealth and that persons' social status. Santrock (2004) defined socioeconomic status as the categorization of people according to their economic, education and occupational characteristics. Ezewu (1985) sees socioeconomic status as the differentiation of individuals as well as families in a society into educational levels, occupation and income. In this context, however, socioeconomic status could be regarded as prestige or respect accorded to the members of the society as a result of educational levels, occupation and income. Socioeconomic status (SES) is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education and occupation. When analyzing a family's SES, the household income, earners' education, and occupation are examined.

Social scientists have shown continued interest in socioeconomic status even though there has never been complete consensus on precisely what it represents (McLoyd 1997). There has been something of a tug-of-war between proponents of SES as representing class (or economic position) and proponents of SES as representing social status (or prestige). The idea of capital (Coleman 1988) perhaps best embodies the current meaning psychologist hold of SES (Guo& Harris 2000).

Capital (resources, assets) has become a favored way of thinking about SES because access to financial capital (material resources), human capital (non-material resources such as education), and social capital (resources achieved through social connections) are readily connectible to processes that directly affect well-being. Capital is linked to historic ideas about SES, such as social and material deprivation and it brings into focus the important dimension of social relationships (Krieger et al., 1997).

Most widely used measures of SES only partially map onto the concepts of capital described by Coleman. Financial capital is reasonably well assessed by household income, but is more often indexed by occupational status. However, neither fully captures the notion of wealth as described by economists (Smith 1999); wealth may be a better measure of the financial resources available in that it is often a more accurate barometer of access to opportunities. Income is considered a rather volatile indicator of financial capital (Hauser 1994), and the best way of ordering occupations in terms of their actual contributions to financial well-being has been hotly debated for decades (Entwisle & Astone 1994). Most social scientists agree that a combination of income and occupational status provides a better approximation to financial capital than either alone. To more fully capture financial capital, Entwisle & Astone (1994) recommend gathering data on what the family pays for rent or housing.

The variable socioeconomic status is based on a weighted combination of father's occupation, father's formal educational level, mother's formal educational level, an estimate of the funds the family could provide if the children were to attend school, the degree of sacrifice this would entail for the family, and the approximate wealth and income status of the children's family.

Parental socioeconomic status is measured using three variables namely; income, education and occupation.

2.1.1 Parental Income

Income refers to wages, salaries, profits, rents, and any flow of earnings received. Income can also come in the form of employment or workers compensation, social security, pensions, interests or dividends, royalties, trusts, alimony, or other governmental, public, or family financial assistance. Income can be looked at in two terms, relative and absolute (Weller, 2005). Income is the consumption and savings opportunity gained by an entity within a specified time frame, which is generally expressed in monetary terms. However, for households and individuals, income is the sum of all the wages, salaries, profits, interest payments, rents and other forms of earnings received in a given period of time (Barr,2004). Barr maintained that in the field of public economics, the term may refer to the accumulation of both monetary and non-monetary consumption ability, with the former (monetary) being used as a proxy for total income.

Absolute income, as theorized by economist is the relationship in which as income increases, so will consumption, but not at the same rate. Relative income dictates a person or family's savings and consumption based on the family income in relation to others. Income is a commonly used measure of SES because it is relatively easy to figure for most individuals. Low income families focus on meeting immediate needs and do not accumulate wealth that could be passed on to future generations, thus increasing inequality. Families with higher and expendable income can accumulate wealth and focus on meeting immediate needs while being able to consume and enjoy luxuries and weather crises (Weller, 2005).

2.1.2. Parental Education

Education is defined as the aggregate of all the process by which a child or young adult develops the abilities, attitudes and other forms of behavior which are of positive value to the society in which he/she lives (Fafunwa, 1978). Education also plays a role in income. Median earnings increase with each level of education. The highest degrees, professional and doctoral degrees, make the highest monthly earnings while those without a National diploma earn less. Higher levels of education are associated with better economic and psychological outcomes (i.e. more income, more control, and greater social support and networking).

Education plays a major role in skill sets for acquiring jobs, as well as specific qualities that stratify people with higher SES from lower SES. Lareau (2003) speaks on the idea of concerted cultivation, where middle class parents take an active role in their children education and development by using controlled organized activities and fostering a sense of entitlement through encouraged discussion. Lareau argues that families with lower income do not participate in this movement, causing their children to have a sense of constraint. A division in education attainment is thus born out of these two differences in child rearing. Lower income families can have children who do not succeed to the levels of the middle income children, who can have a greater sense of entitlement, be more argumentative, or be better prepared for adult life,(Lareau, 2003).

2.1.3. Parental Occupation

Occupation as one of the components of parental SES, encompasses both income and educational attainment. Occupational status reflects the educational attainment required to obtain the job and income levels that vary with different jobs and within ranks of occupations.

Additionally, it shows achievement in skills required for the job. Occupational status measures social position by describing job characteristics, decision making ability and control, and psychological demands on the job. Some of the most prestigious occupations are lecturing, physicians and surgeons, lawyers, chemical and biomedical engineers, and communications analysts. These jobs, considered to be grouped in the high SES classification, provide more challenging work and greater control over working conditions but require more ability. The jobs with lower rankings include food preparation workers, counter attendants, helpers, dishwashers, maids and housekeepers, vehicle cleaners, laborers, gardeners and parking lot attendants. The jobs that are less valued also offer significantly lower wages, and often are more laborious, very hazardous, and provide less autonomy (Scott, 2005).

Occupation is the most difficult factor to measure because so many exist, and there are so many competing scales. Many scales rank occupations based on the level of skill involved, from unskilled to skilled, manual labour to professional, or use a combined measure using the education level needed and income involved. These variables – parental income, parental education and parental occupation were studied in order to determine their influence on students academic achievement using path analysis.

2.1.4. Students Academic performance

In today competitive world, education is an important means for the socially disadvantaged people to raise their standard of living. Education has an important role to play in development of the country. The early non-formal education forms the foundation for the school education. The phrase academic performance has two components namely: Academic and performance. According to Chaudary, (2004), the word academic pertains to school subjects or to fields of

liberal arts or to the sphere of ideas and abstraction, while performance denotes knowledge attained or skills developed by students, usually in the schools, measured by test scores or by marks assigned by teachers, (Chaudhary, 2004). Achievement is the glittering crown which reflects a sense of sincerity, candidness and perseverance on the part of achievers and also parents, teachers and all those helping to achieve it. Academic motivation is referred to as the need for performance. Ahmed (1998), stated that achievement behavior may be defined as any action directed of gaining approval where public standards of excellence are applicable.

Adeyemo, (2011) stated that scholastic performance means performance a student makes in school namely his marks in the examination, which is the criterion for the achievement of a student. Parenting styles, gender, size of family, socioeconomic status of parents, may have an impact on the achievement level of students.

Academic performance of students especially at the secondary school level is not only a pointer to the effectiveness or otherwise of schools but a major determinant of the future of youths in particular and the nation in general. The medium through which the attainment of individuals and the nation educational goals can be achieved is learning. Learning outcomes have become a phenomenon of interest to all and this accounts for the reason why scholars have been working hard to unravel factors that militate against good academic performance, (Aremu&Sokan, 2002). This phenomenon has been variedly referred to in literature as academic achievement, or scholastic functioning. Academic performance of learners has attracted attention of scholars, parents, policy -makers and planners Adeyemo, (2001) opined that the major goal of the school is to work towards attainment of academic excellence by students. According to him, the school may have other peripheral objectives; emphasis is always placed on the achievement of sound

scholarship. Besides, virtually everybody concerned with education places premium on academic; performance excellent academic performance of children is often the expectation of parents and policy makers, (Osiki, 2001). This research is aim at estimating the influence of parental socioeconomic status and home education environment on students academic performance using path analysis.

2.2. Theoretical framework

This section presents a theoretical review that is related to parental socio-economic background in improving the students' academic performance in schools. Therefore, the following theories are adopted for the study:

2.2.1 Parental attachment theory,

2.2.2 Mashow's motivational theory and

2.2.3 Walberg's theory of educational productivity.

2.2.1. 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 the 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 socio-emotional development and well being. Less sensitive and emotionally available parenting or neglect of the child needs may result in insecure forms of attachment style which is a risk factor for many mental health problems.

The theory is relevant to this study in view of the fact that the proponent provides clues in emotional development of children. He also made reasonable suggestions for parents and guardians. Parents and guardians can now see the necessity of forming 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 behavior. In this way, parents may seek to avoid frustration that occurs when they expect things beyond the child capability.

2.2.2. Maslow's Motivational Theory

This is another important theory that is relevant to this study. The theory was developed by Abraham Maslow (1970) and popularized by many researchers including Onyi (2007). According to Maslow, motivation is constant and never ending, fluctuating and complex. He asserted that man always has needs to satisfy. These needs, according to him are arranged in a hierarchical order starting from the basic or lower order needs to higher order needs. The hierarchy is categorized into two, namely Deficit needs (physiological, safety, belonging and self esteem) and growth needs (self-actualization).

Maslow explained that once a particular need is satisfied, it ceases to be a motivator of behavior and another need emerges.

The above theory relates to this study because motivation is very important in learning. It is necessary at home and in school. One of the major problems confronting teachers and parents is that of motivating learners to perform assigned tasks to meet or even excel predetermined

standards. Motivation energize and sustain behavior, direct and regulate behavior and even enhance selective behavior.

A learner under motivated condition, exhibits purposeful behavior aimed at achieving the set goals. The students are motivated to learn by their satisfaction of needs like physiological: Shelter, food, water, rest etc. Safety: materials love and belonging.

The satisfaction of these needs leads to the quest to satisfy higher ones which are self -esteem and self-actualization needs.

2.2.3. Walberg's theory of educational productivity

Walberg's (1981) theory of educational productivity is one of the few empirically tested theories of school learning based on an extensive review and integration of over 3,000 studies (DiPerna, Volpe & Stephen, 2002). Using a variety of methods, Walbaerg identified 28 categories of learning influence. Of the most influential domains of variables, 8 involved social-emotional influences: classroom management, parental support, student- teacher interactions, social-behavioral attributes, motivational- effective attributes, the peer group, school culture, and classroom climate. Distant background influences such as state, district, or school policies, organizational characteristics, curriculum, and instruction are less influential. Walberg concluded that the direct intervention in the psychological determinants of learning promise the most effective avenues for reform. Walberg in his theory demonstrated the importance of the domains of motivational orientations, self-regulated learning strategies, and social/interpersonal abilities in facilitating academic performance. He reported, based on the large-scale implementation of a Social-Emotional Learning (SEL) program, that student who became more self-aware and confident regarding their learning abilities, who were more motivated, who set learning goals,

and who were organized in their approach to work (Self- Regulated Learning (SRL)) performed better in school.

2.3 Empirical Studies

It is appropriate to review researches that have been conducted which relate closely with parental Socio-Economic Background on students academic performance.

2.3.1 Studies on Parental Socioeconomic background

Obosede (2009) carried out a research on Gender and parental socioeconomic (SES) as correlates of students academic achievement in senior secondary schools in Ijagun, Ijebu-Ode, Ogun State. The study used descriptive research design in form of an ex-post-facto approach. None of the variables was manipulated; instead, an objective description of the phenomenon was done. The sample for the study was 108 students randomly drawn from three secondary schools across the study area. The socioeconomic background of participants was assessed through a form that contains demographic information about the participants. The form contained information such as, Name of school, gender, age, total number of family members, structure of the family, parenting style, parents' highest qualification, occupation and level of income, type of house etc. academic achievement test in three subjects (English, Economic and Biology) was also developed by the researcher for data collected. The Academic Achievement Test (AAT) was trial tested with two administration of two (2) weeks interval on twenty (20) participants drawn from different Local Government Areas.

The two sets of scores were correlated using Pearson product Moment Correlation Coefficient and 0.88 was obtained as coefficient of reliability. The result of the study showed that there is no significant relationship between gender and academic achievement. The result also showed that there is significant relationship between participants' socioeconomic status and academic

achievement. The result indicated that the home or family structure has a great influence on the students' psychological, emotional, social and economic state. The above study was not carried out in Benue State and but the present study was carried out in Benue state and two predictor variables were studied using path analysis which has some advantages over correlation. Also, the sample for the present study was higher.

Ezenyimulu (1993) conducted a research on Relationship between socioeconomic status and academic performance of some selected secondary school students in Onitsha Municipal. The study adopted survey research design with a sample of 950 students. The Questionnaire as well as performance Test were used to collect data for the study. Mean and standard deviation were used for answering research questions and student t-test was used to test the research hypotheses. The result of the study showed that: there is a high positive correlation between parental socioeconomic status and academic achievement of students. The above study used mean and standard deviation to answer research questions which was wrong since it was a correlational study. The present study therefore intends to use path analysis to find the relationship that exist between parental socioeconomic status and students academic performance of secondary school biology student in Minna Metropolis, Niger state .

Chikwelu (2005), carried out a research on parents occupational and educational background as correlates of educational support and aspiration of adolescents in Anambra State. The study adopted a correlational survey design. Data was collected from 2000 students selected through stratified random sampling. The data collected were analyzed using means, standard deviation and Pearson product moment correlation for the research question and the hypotheses were tested using multiple regression analysis. A 26-item structured questionnaire was used to collect data and the result of the study showed that, parents, irrespective of their occupational

background give affordable support to their adolescent wards in school and guide them toward attaining higher educational standards which they see as a sure means of improving the socioeconomic status of the family. It was also found out that the occupational background of fathers, more than those of the mothers, have greater influence on the educational support that adolescents receive. She also found out that artisan fathers and traders tend to give greater educational support to their wards than mothers of similar occupational background.

2.4 Summary of Literature

Theoretical Framework, and conceptual Framework involved explanation of concepts and some basic issues related to the research topic such as parental socioeconomic status, and students' academic performance. Socioeconomic status was defined as the categorization or differentiation of people or families in the society according to their related literature was reviewed and organized under Conceptual Framework, economic, education and occupational characteristics. It includes those aspects which foster growth and development, such as family, trust and confidence, sharing of ideas, making discussions, parental approval, parental encouragement, support, guidance, affection and approval of peer activities while academic achievement was seen as knowledge attained or skills developed by students usually in the schools, measured by test scores or by marks assigned by teachers. The theoretical framework explored three theories related to the study, i.e. parental attachment theory, Mashow's motivational theory and Walberg's theory of educational productivity. While some related empirical studies were also examined.

Findings from the literature revealed that parental socioeconomic status had high positive correlation with academic achievement of students. Other findings revealed that children whose

homes had a greater emphasis on learning opportunities and activities were more academically intrinsically motivated, and It was also found out that the occupational background of fathers, more than those of the mothers, have greater influence on the educational support that adolescents receive, while parent income was found to have the highest contribution to students' vocational achievement. Finally, path analysis was found to be the most appropriate statistical tool that can be used to estimate the influence of multiple predictor variables on one criterion variable.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

This chapter presents details of the research design, target population, sample size and sampling procedures, description of research instruments, validity and reliability of instruments, data collection procedures and data analysis techniques.

3.1. Research Design

The researcher used a descriptive survey design which involved describing, recording, analyzing and interpreting conditions that exist. This study will employ a survey research design. This design was used in this study mainly because of the following reasons: The design is useful in describing the characteristics of a large population, makes use of large samples, thus making the results statistically significant even when analyzing multiple variables, many questions can be asked about a given topic giving considerable flexibility to the analysis. The design allows use of various methods of data collection like questionnaire and interview methods. It also makes use of standardized questions where reliability of the items is determined (Owen, 2002).

3.2. Population of the Study

This study target four secondary schools and it randomly selected, and comprises of hundred students (100), both sex, all the principals (4) (as parent) and simple random selection of Parent-Teacher Association member (25) (as parent). The sample of this research work as it cannot take the target population, therefore selected at a random of SS2 and SS3 students from four sample senior secondary schools in Minna Metropolis Niger state were selected. The method used was simple random sampling method.

3.3. Sample and Sampling Techniques

Sample Size

A sample is a smaller group or sub-group obtained from the accessible population

(Mugenda & Mugenda, 1999). This subgroup is carefully selected to be representative of the whole population with the relevant characteristics. Each member or case in the sample is referred to as subject, respondent or interviewees.

Targeted Respondents	Population Size	Sample Size
Students	430	100
Principals(as parent)	4	4
PTA members(as parent)	45	25
Total	479	129

The table 3.4.1 shows a summary of the sample size.

Sampling Techniques

Sampling is a procedure, process or technique of choosing a sub-group from a population to participate in the study. It is the process of selecting a number of individuals for a study in such a way that the individuals selected represent the large group from which they were selected.

Probability and non-probability sampling procedures were used to arrive at the sample of students, Teachers, parents and the principals (as parent).

3.4 Research Instruments

The research instruments used in this study includes, questionnaire for students, teachers and interview schedule was used to collect data from principals and the parents.

3.4.1. Questionnaires

Questionnaires were used as the key data collection instrument. Questionnaire was used to collect quantitative data from the teachers and students. This instrument used simply because it can be used to reach a large number of respondents within a short time, it gives the respondents adequate time to respond to the items, offers a sense of security (confidentiality) to the respondents and lastly it tends to be objective since there is no bias resulting from the personal characteristics (Ogula, 1998). The questionnaire consisted of a number of questions printed or typed in a definite order on a form or set of forms. The questionnaire was subdivided into various sections: demographic information of the respondents, influence of Parental education level on student academic performance, survey of parental socio-economic status on academic performance on student, effect of family structure on students' academic performance.

3.4.2. Interview Guide

Interview guide on the other hand was used to collect qualitative data from the school principals and the PTA members (as parent). This instrument was used since it generally yields highest cooperation and lowest refusal rates, offers high response quality and takes advantage of

interviewer presence and its multi-method data collection, which combines questioning, cross-examination and probing approaches (Owens, 2002).

The guide comprises of both closed and open-ended questions. Further, the guide was subdivided into two main sections. These include the background information of the respondents and the parental characteristics influencing students' academic performance in secondary schools.

3.5. Validity of Research Instruments

Validity refers to the degree to which evidence and theory support the interpretation of test scores entailed by use of tests. The validity of instrument is the extent to which it does measure what it is supposed to measure. According to Mugenda and Mugenda, (1999). Validity is the accuracy and meaningfulness of inferences, which are based on the research results. It is the degree to which results obtained from the analysis of the data actually represent the variables of the study.

The researcher validated the research instruments in terms of content and face validity. The content related technique measured the degree to which the question items reflect the specific areas covered. The validation of the questionnaires and interview schedule were done through the following ways: the researcher requested research experts, professionals of education and administration to review the items on the instrument to determine whether the set of item accurately represent the variables under study. They were asked to read, judge, make recommendations and give feed back to the researcher.

Face validity concerns the extent to which the researcher judges that the instrument is appropriate. The researcher consulted the research experts to verify whether the instruments were

valid. After the construction of the questionnaires and interview schedule the researcher reviewed items with the help of supervisors and scrutiny of peers. The suggestions given were incorporated to validate the instruments.

3.6. Reliability of Research Instruments

Reliability is the ability of a research instrument to consistently measure characteristics of interest over time. It is the degree to which a research instrument yields consistent results or data after repeated trials. If a researcher administers a test to a subject twice and gets the same score on the second administration as the first test, then there is reliability of the instrument (Mugenda & Mugenda, 1999). The error may arise at the time of data collection and may be due to inaccuracy by the researcher or inaccuracy by the instrument. Reliability is concerned with consistency, dependability or stability of a test (Nachmias, 1996). The researcher measured the reliability of the instruments to determine their consistency in testing what they were intended to measure.

To establish the reliability of the research instruments, the researcher carried out a pilot test of the instruments using another similar group with the same characteristics as the one targeted in the study. The reliability of the questionnaires was computed using split half method with the help of SPSS. The value obtained was 0.7. This is in line with George and Mallery (2003) who observed that if the value found falls within the accepted levels (0.6-0.9), the questionnaires will be held reliable. As such, the questionnaires were held as reliable. Interview guides, being mainly open ended, were not tested for reliability.

3.7. Method of Data Collection

Prior to the commencement of data collection, the researcher obtained all the necessary documents, including an introduction letter from the University. Audience with the respective schools was also sought to clarify the purpose of the study. Upon getting an appointment, the researcher in person administered the questionnaire to the students. Assistance from the school administration was sought by the researcher. This was for the purpose of enhancing full cooperation and coordination among the respondents and the researcher. During the distribution of the instruments, the purpose of the research was explained. There searcher then interviewed both the selected PTA members as well as the school principal (both as parent of the student) in the school.

3.8. Method of Data Analysis

Data analysis is a process of summarizing the information gathered so as to give meaning to such data. The collected data will be analyzed using both quantitative and qualitative data analysis approaches. The data analysis started by editing of the information obtained from the participants. The responses in the questionnaires were assigned numerical values.

The mean and standard deviation were used to answer the research question earlier posed for this study. 2.25 was chosen as a criterion mean to either accept or reject the items of the questionnaire. It was calculated thus, $4+3+2+1=10/4=2.5$. Mean score of 2.5 above is accepted while any score below 2.25 is rejected.

CHAPTER FOUR

4.0 DATA ANALYSIS AND INTERPRETATION OF FINDINGS

Introduction

This chapter presents data analysis and interpretation of the findings on survey of parental socio-economic background on academic performance of secondary school biology students in Minna Metropolis, Niger state. This chapter is presented based on the following subsections: background information, how the socio-economics of parent affect the academic performance of the student, the extent to which socio-economics of parent affect the academic performance of the student based on gender.

4.1. Response Rate

This study sampled a number of respondents. These included the students, PTA members and principals. Data collection instruments were distributed to all these respondents and each of them. The table 4.1 shows a summary of the response rate among the respondents.

Table 4.1: Distribution of the Response Rate among the Respondents

	Targeted sample	Participated sample	Percentage
Students	100	100	100%
Principal(as parent)	4	4	100%
P T A member (as parent)	25	25	100%
TOTAL	129	129	100%

As shown by table 4.1, the response rate among the respondents was 100 percent. This may be due to the rapport that the researcher had created with the respondents initially before actual data collection process.

4.1.1. Demographic Information

The demographic information of the respondents was looked into in this study. Each respondent indicated that their background information. These respondents included students, PTA members and school principals (as parent). Their demographic information was categorized into gender, age and type of school.

The gender of the students was categorized into either male or female. Their response is as summarized by table 4.2. This was for the purpose of checking the gender distribution of the respondents and thus checking it against those who are mostly affected by parental socio-economics.

Table 4.2:

Distribution of Respondents based on their Gender

Gender	Students		PTA		Principals	
	F	%	F	%	F	%
Male	32	32%	8	32%	3	75%
Female	68	68%	17	68%	1	25%
Total	100	100%	25	100%	4	100%

As shown by table 4.2, majority of the students (68%) who participated in this study were female. However, the remaining (32%) of them were male. For the PTA members(as parent), an even distribution was obtained. This is whereby (68%) of respondents were female whereas the other remaining (32%) were male. This distribution may be based on the researcher's.

A good number of the school principals (75%) who participated in this study were male and the remaining (25%). When asked to indicate their age, all of the principals indicated that they were not less than 36 years of age

Table 4.3: Distribution of Student Based on Age

Age	Frequency	percentage
16-18years	72	72%
19-20years	18	18%
21-22years	8	8%
23 and above	2	2%
Total	100	100%

As shown by table 4.3, over two thirds of the students (72%) indicated that they were between the ages of 16-18 years. However, slightly less than a quarter of them (18%) indicated that they were between the ages of 19-22 years. This show that majority of student responds are between 16-18years.

Table 4.4: Distribution of PTA members (as parent) Based on Age

Age	Frequency	percentage
30-35years	10	40%
36-40years	8	32%
41-45years	4	16%
46-49years	1	4%
50 & above	2	8%
Total	25	100%

Table 4.4 shows that slightly more than two thirds of the PTA members (as parent) (40%) who participated in this study were between the ages of 30- 40 years. A few of them (16%) were between the ages of 41-45 years.

When asked to indicate their age bracket, all of the school principals who participated in this study indicated that they were not less than 36 years of age. This is an indication that they indeed have a rich experience in handling various issues within the school environment.

4.1.2. Type of school

The type of school was categorized into boys' boarding school, girls' boarding school, mixed boarding, mixed day school and others. The type of school was looked into so that the researcher would be able to understand what category of school exactly was affected largely by the parental characteristics.

Table 4.5: Distribution to student Based on types of school.

Types of school	Frequency	Percentage
Boys Boarding	0	0 %
Girls Boarding	10	10%
Mixed boarding	0	0%
Mixed day	75	75%
Boys day	0	0%
Girls day	15	15%
Total	100	100%

Table 4.5. Shows that majority of the students (75%) came from mixed day school. A few of them (15%) indicated that they came from girls day secondary schools whereas 10% of them indicated that they came from girls boarding schools. These schools may include the mixed day and boarding schools.

Table 4.6: Distribution to student Based on whom they stay with.

	Frequency	Percentage
Father	5	5%
Mother	12	12%
Father & mother	76	76%
Guardian	7	7%
Total	100	100%

Table 4.6 Show that majority of the students (76%) stay with both of their parent. A few of them (15%) indicated that they stay with their mother and 5% stay with their father, whereas 7% of them indicated that they stay with guardian.

Table 4.7: Distribution to student Based on their parent level of education.

	Frequency	Percentage
Primary school	21	21%
Secondary school	19	19% %
Post secondary school	13	13%
University	7	7%
No formal education	40	40%
Total	100	100 %

As shown by the table 4.7, (40%) who participated in the study indicated that their parents didn't have any formal education. Students who indicated that their parents had primary level of education were 21% whereas 19% of them indicated that their parents had only acquired a secondary certificate as their highest education qualification. This is an indication, that the most of the parents in the area under study lack basic educational exposure and this may affect the academic performance of students.

Table 4.8: Distribution to student based on the extent their parent level of education affect their academics.

	Frequency	Percentage
To a greater extent	31	31%
To some extent	33	33%
To no extent	22	22%
Not sure	14	14%
Total	100	100%

Table 4.8 shows that slightly less than a third of the students (33%) indicated that parental level of education affected their academic performance to some extent. This was further supported by slightly less than a quarter of them (31%) who indicated that it did affect their academic performance to a greater extent.

This reflects the students opinions regarding the extent to which the educational levels of their parents affect their academic performance.

Table 4.9: Distribution to student Based on source of income of their parent/guardian.

	Frequency	Percentage
Salary	30	30%
Business	41	41%
Farming	23	23%
Other	6	6%
Total	100	100%

According to table 4.9, (41%) student indicated that their parents earned their source of income from employment and 30% of student indicated that their parent income is from salary whereas 23% of parent are farmers whereas the remaining 6% indicate others.

Table 4.10: Distribution to student based on the extent their parent socio-economics status affects their academics.

	Frequency	Percentage
To greater extent	31	31%
To some extent	44	44%
To no extent	19	19%
Not sure	6	6%
Total	100	100%

Table 4.10 shows that slightly less than a third of the students (44%) indicated that the socio-economics status of their parent affected their academic performance to some extent. This was

further supported by slightly less than a quarter of them (31%) who indicated that it did affect their academic performance to a greater extent.

This reflects the students' opinions regarding the extent to which the socio-economics status of their parent affects their academic performance.

Table 4.11: Distribution to student Based on their parent/guardian family structure.

	Frequency	percentage
Single parent	17	17%
Both pare	47	47%
Polygamous	29	29%
Other	7	7%
Total	100	100%

Table 4.11; shows that slightly less than a third of the students (47%) indicated that they are with both parent and 29% of them are from polygamous family and (17%) of them are with single parent so the rest indicated others.

Table 4.12: Distribution to student based on the extent their family structure affect their academics.

	Frequency	percentage
To greater extent	31	31%
To some extent	43	43%
To no extent	21	21%
Not sure	5	5%
Total	100	100%

Table 4.12 shows that slightly less than a third of the students (43%) indicated that their family structure affected their academic performance to some extent. This was further supported by slightly less than a quarter of them (31%) who indicated that it did affect their academic performance to a greater extent.

This is a reflection of the students' opinions regarding the extent to which the family structure affects their academic performance.

4.2. Data analysis

4.2.1. Answering of Research Questions

Research Question 1: to what extent does the socio-economic background of parent affect the academic achievement of students? Table 4.13 the influence of parental educational level on student academic performance.

S/N	Items	Mean	Standard Deviation	Remark
1.	I perform very well since my parents help me in doing my home work after school	3.4	0.8	Accepted
2.	My parents never attended school, hence does not bother about my academic achievement	2.5	0.9	Accepted
3.	My parents check my books and homework	3.3	0.9	Accepted
4.	My parents visit the school to monitor my academic progress	3.2	0.9	Accepted

The result in table 4.13 showed the data analysis of parent socio economic status influence the academic performance of the students. All the items mean were accepted because the mean score was more than the criterion mean of 2.5

Table 4.14 effect of parental socio-economic status on students' academic performance.

S/N	Items	Mean	Standard Deviation	Remark
1.	I am often sent home for school fees and other levels	3.4	0.8	Accepted
2.	I seek external support to meet my educational needs since my parents cannot afford	3.3	0.8	Accepted
3.	My parents pay for my school fees on time	3.5	0.8	Accepted
4.	My academic performance is affected because of absenteeism due to lack of fees	3.4	0.8	Accepted

The analysis result in table 4.14 revealed that parental socio-economic status affects students' academic performance. All the mean was also accepted because the mean scores were more than the criterion mean of 2.5.

Table 4.15: the influence of family structure on student academic performance.

S/N	Items	Mean	Standard Deviation	Remark
1.	Students from single parents are much stressed and this affects their academic performance	3.2	0.9	Accepted
2.	Students step or single parents' families in schools tend to have low expectations in their academic performance	3.4	0.9	Accepted
3.	Students from polygamous families are not able to concentrate in their studies effectively because of they have divided attention	3.7	0.9	Accepted

Table 4.15 revealed the analysis of influence of family structures on the academic achievement of students. The various item mean was accepted because they are more than the criterion mean of 2.5.

Research Question 2: to what extent does the socio-economic background of parent affect the academic performance of students based on gender?

Table 4.16: The parental Socio-economic background on the academic performance of students based on gender.

S/N	Gender	Number	Mean	Standard Deviation	Remark
1.	Male	32	2.9	1.0	Accepted
2.	Female	68	3.3	0.8	Accepted

The analysis in table 4.16 Showed Survey of parental socio-economic background on student performance-based gender. From the table it can be deduced that parent socio-economic background affects students' academic performance-based gender. The mean for the gender is also accepted since they are more than criterion mean of 2.5.

4.3. Testing Null hypothesis

The hypothesis statement stated that there are no significant differences between parental socio-economic background on the academic achievement of male and female students in biology. This will be tested at 0.05 level of significance, which will serve as the basis of rejecting or accepting the hypothesis.

Table 4.17: there is no significant differences between parental socio-economic background on the academic performance of male and female students in biology.

Gender	Number	Mean(x)	Standard Deviation	DF	t-cal	P-value	Remark
Male	32	2.9	1.0				
				98	2.1490	0.0341	S
Female	68	3.3	0.8				

Table 4.17 reveal that the there is significance differences between parental socio-economic background on the academic performance of male and female students in biology. Since the hypothesis is to be tested at 0.05 level of significance, the null hypothesis is rejected.

4.3. Discussion of Results.

From the results, the findings of research question showed that the parental socio economics background influenced the academic performance of students because the questionnaire items mean were all accepted because the mean score were more than the criterion mean of 2.5. From the above findings all the parental economics status like: parental educational level, family structure, parental income and parental occupation were all accepted having influence on academic performance of secondary school biology students in Minna Metropolis, Niger state.

The results from research question two revealed that the parental socio economics background affects students academic performance based on gender, because the mean of the gender are also

accepted since they are more than the criterion mean of 2.5. That was used to analysed it. The null hypothesis were tested and revealed that there are significance between the parental socio economics background and academic performance of male and female biology students in Minna Metropolis, Niger state. Since the hypothesis was tested at 0.05level of signicance, this means the null hypothesis raised was rejected.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions and recommendations of this study on the survey of parental socio-economic background on academic performance of secondary school biology student in Minna Metropolis, Niger state.

5.2 Summary of the study

The main purpose of this study was to investigate the survey of parental socio-economic background on academic performance of secondary school biology student in Minna Metropolis, Niger state. The study was further guided by the following research objectives: To survey of parental socio-economic background on the student academic performance of biology student in Minna Metropolis, Niger State, and to survey the parental socio-economic background on academic performance of student in Minna Metropolis Based on Gender.

A survey research design was adopted in this study. The sample of this study included forty-two PTA members (as parent), one hundred students and four principals (as parent) in secondary school students. In total, the sample size was one hundred and twenty-nine (N=129). Questionnaires and interview guides were used as the main instruments of data collection. The responses in the questionnaires were assigned numerical values. Quantitative data obtained from questionnaires for students was done by assigning numbers to responses for the items or questions in the questionnaire that will be closed-ended. On the other hand, items or questions in the questionnaires and interview schedules that were open-ended were categorized according to

the themes that emerged from the research questions and all the responses were analyzed in a narrative form.

Data were answered to two research questions by mean and standard deviation and 2.25 are chosen as criterion to accept or reject. It was calculated thus, $\frac{5+43+2+1}{10} = 2.5$ in which the mean score of 2.5 above was accepted while any mean score below 2.25 is rejected. The research question two showed that the parental socio-economic background affects the academic achievement of secondary school biology students based on gender since it was above the criterion mean of 2.5. All the research questions were answered and analyzed by the posed mean and all are accepted since they all meant the criterion mean and the null hypothesis was tested at 0.05 level significance and the null hypothesis was rejected which showed that there were significant differences between parental socio-economic background on academic performance of male and female biology students.

5.3 Conclusions

From the analysis and summary of this study on the survey of parental socio-economic background on academic performance of secondary school biology students in Minna Metropolis, Niger State. There are a number of conclusions that can be made. To begin with, the educational level of parents as observed in this study is a vital characteristic that affects the academic performance of students to a greater extent. Parents who lack education may not see its importance in their children and hence they may not be that supportive as compared to those parents who have some level of education and know the importance of education in their children's life.

The economic status; parental occupation, parental source of income is all play vital role in determine and influence the academic performance of student in Minna Metropolis, Niger State. This whereby some of the students who come from families which are not economically stable tend to be chased out of school for fees whereas others are not able to purchase some of the reading materials. This affects their performance to a greater extent. Moreover, poor economic backgrounds limit the parents from sending their children to schools that have adequate facilities or of high standards simply because they are not able to meet the educational cost required.

The family structure was another parental characteristic that was raised in this study as to have an effect on the academic performance of students in secondary schools. It is reported that students who come from families with both parents tend to perform much better as compared to those who come from single parenthood families. This is because those from both parents have adequate support both psychologically and financially. Moreover, those children from polygamous families are affected in their academic performance to some extent.

5.4 Recommendations

From the analysis, summary and conclusion of this study on the survey of parental socio-economic background on the academic performance of secondary school biology student in Minna Metropolis, Niger State. There are a number of recommendations that can be given. These include but may not be limited to:

The school administration in secondary schools Minna needs to come up with strategies which are geared towards identifying the various backgrounds of different students in their schools. This may enable the administration to understand clearly the nature of each student and thus

being able to handle them with ease and appropriateness so as not to hamper with their educational progress.

The school administration should also organize for functions and ensure that all the parents get to attend. During these functions, the administration may be able to address on the parents on some of the roles that they can play so as to enhance the academic performance of their children. Moreover, they may also highlight on some of the parental socio-economic background that hamper the educational progress of the children.

Parents on the other hand need to be encouraged in participating in the education of their children. The teachers may assign some tasks to the students that require the direct participation of the parents. These assignments may enable the parents to get involved in the educational process of their children and thus being able to review on what the children are learning while at school.

The Ministry of Education, school administrators and the local authorities need to come up with frequent community-based forums that are specifically structured towards enhancing parental participation in their children education. During these forums, the parents may be highlighted on the importance of education not only in the child development but also community growth.

There is also need for policy formulation and implementation that encourage parents who have never attained any formal education to get the opportunity.

There is also need for guidance and counseling processes to be introduced in secondary schools Minna Metropolis, Niger State. The main role of these counseling sessions may be to encourage

and motivate the students to see beyond their limitations and put more focus on the future through persistence and determination in their education.

5.5 Recommendations for Further Study

1. A study needs to be carried out to investigate towards enhancing parental socio-economics background for improved students' academic performance in Minna Metropolis, Niger State.
2. A study should be carried out to examine the socio-economic factors affecting the academic performance of students in secondary schools in Minna Metropolis, Niger State.

REFERENCES

- Akomolafe, F.A. and Olorunfemi-Olabisi, M.J. (2011). Impact of Family Type On Secondary School Students Academic Performance in Ondo State, Nigeria. *European Journal of Educational Studies*, 3 (3).
- Amukowa, W. & Karue, N. (2013). Analysis of Factors that lead to Poor Performance in Kenya Certificate of Secondary Examination in Embu District in Kenya. Retrieved from <http://www.tijoss.com/TIJOSS%2013th%20Volume/Amukowa.pdf>
- Anderson, S. (2000). How Parental Involvement Makes a Difference in Reading Achievement. *Reading Improvement*, 37 (2), 61-86.
- Asikhia O. A (2010). Students and Teachers' Perception of the Causes of Poor Academic Performance in Ogun State Secondary Schools [Nigeria]: Implications for Counselling for National Development. *European Journal of Social Sciences*, 13 (2): 229 – 249
- Basu, K. (2003). Gender and Wealth as determinants of Child labour: An empirical study of the Indian experience. Discussion paper, University of California, Berkeley.
- Borg, W. R. & Gall, M. D. (1989). *Educational Research*. White Plains, New York: Longman.
- Buchmann, C. (2000). Family Structure, Parental Perceptions, and Child Labor in Kenya: What Factors Determine Who Is Enrolled in School? *Social Forces*, 78 (4): 1349–1378.
- Busher, C.H. and Harter, S.P (1980). *Research Methods in Librarianship: Techniques and Interpretations*. Orlando, FL: Academic Press Inc.
- Carbonel, L. G., Banggawan, M. L. & Agbisit, I. (2013). Parents' Role in Enhancing the Academic Performance of Students in the Study of Mathematics in Tabuk City, Philippines. *International Journal of Advanced Research in Management and Social Sciences*, Vol. 2 (8).
- Chowa, G. A. N., Ansong, D., & Osei-Akoto, I. (2012). Parental involvement and academic performance in Ghana (YouthSave Research Brief 12 - 42). St. Louis, MO: Washington University, Center for Social Development
- Desforges, C. & Abouchaar, A. (2003). The impact of parental involvement, parental support and family education on pupil achievement and adjustment: A literature review. Research Report, no. 433. Queen Printer, No.33.

- Epstein, J. (2001). *School, family, and community partnerships*. Boulder: Westview Press.
- Fan, W. & Williams, C.M. (2009). The effects of parental involvement on students' academic self-efficacy, engagement and intrinsic motivation. *Educational Psychology*, University of Houston, Houston, USA Vol. 30, 2010, 5374
- Farooq, A.H. Chaudhry¹, M. Shafiq¹, G. B. (2011). Factors affecting students' quality of academic performance: a case of secondary school level. *Journal of Quality and Technology Management*, Volume VII, Issue II, Page 01 - 14
- Gonzalez-DeHass, A., Willems, P., & Holbein, M. (2005). Examining the Relationship Between Parental Involvement and Student Motivation. *Educational Psychology Review*, 17(2), 99-123
- Hanushek, E. A., & Rivkin, S. G. (2009). Harming the best: How schools affect the Black-White achievement gap. *Journal of Policy Analysis and Management*, 28, 366–393.
- Henderson, A. T. (1988). Parents are a school best friends, in *Phi Delta Kappan*, 70, pp. 149-53.
- Hill, N.E., Castellino, D.R., Lansford, J.E., Nowlin, P., Dodge, K.A., Bates, J.E., & Pettit, G.S. (2004). Parents academic involvement as related to school behavior, achievement, and aspirations: Demographic variations across adolescence. *Child Development*, 75, 1491-1509.
- Hoover-Dempsey, K. V. (2005). Parental involvement: Model revision through scale development. *The Elementary School Journal*, 106, 85104.
- Jeynes, W. H. (2008). The Impact of Parental Remarriage on Children: A Meta -Analysis. *Marriage & Family Review* 40 (4):75-102.
- Kashu, L. (2014). Influence of Principals Leadership Styles on Students Kenya Certificate of Secondary Examination Performance in Kajiado North District, Kajiado County, Kenya. Retrieved from <http://eap.uonbi.ac.ke/node/1500>
- Kerlinger, F. N. (1973). *Foundation of behavioral science*. New York: Holt, Rinehart and Winston.

- Kuperminc, G.P., Darnell, A.J., & Alvarez-Jimenez, A. (2008). Parent involvement in the academic achievement of Latino middle and high school youth: Teacher expectations and school belonging as mediators. *Journal of Adolescence*, 31, 469-483.
- Magoma, Z. (2014). Influence of School Infrastructure on Students' Performance In Public Secondary Schools in Kajiado County, Kenya. Retrieved from <http://eap.uonbi.ac.ke/node/1590>
- Mayuri.K. (2003). The effect of family and school on Academic achievement of residential school children. *Journal of community guidance and Research*, 20(2) 139-149.
- Midraj, Sadiq&Midraj, Jessica. (2011). Parental involvement and grade four students' Arabic reading achievement. *European Journal of Educational Studies* 3(2), 245-260.
- Morgan, P. L., Farkas, G., Hillemeier, M. M., &Maczuga, S. (2009). Risk factors for Learning-related behavior problems at 24 months of age: Population- based estimates. *Journal of Abnormal Child Psychology*, 37, 401-413.
- Mugenda, O. M. &Mugenda, A. G. (1999). *Research Methods: Quantitative and Qualitative Approaches*. Nairobi: Acts Press.
- Nachmias, F (1996). *Research Methods in the Social Sciences*. New York: St. Martin's Press.
- Ndetei, D.M., Khasakhalsa, L., Mutiso, V., and Mbwayo, A. (2009). Recognition of depression in children in general hospital based paediatric units in Kenya practice and policy implications. *Annals of General Psychiatry*, 8:25
- Nyarko, K. (2011). Parental school involvement: The case of Ghana. *Journal of Emerging Trends in Educational Research and Policy Studies*, 2 (5), 378- 381.
- Ogula, P. A. (2005). *Research Methods*. Nairobi: CUEA Publications.
- Orodho, A. J. &Kombo, D. K. (2002). *Research Methods*. Nairobi: Kenyatta University, Institute of Open Learning.
- Orodho, A. J. (2003). *Essentials of Educational and Social Sciences Research Method*. Nairobi: Masola Publishers.
- Porumbu, D. and Necsoi, D.V. (2013). Relationship between Parental Involvement/Attitude and Children's School Achievements. *Procedia- Social and Behavioral Sciences*, Volume 76, pg 706-710.

- Shaff, K. A., Wolfinger, N.H., Kowaleski-Jones, L., and Smith, K. (2008). Family Structure Transitions and Child Achievement. *Sociological Spectrum* 28:681-704.
- Shapiro, M.A. (2009). Parental Education Level: Academic Involvement and Success. University of Michigan. Retrieved from <http://deepblue.lib.umich.edu/bitstream/handle/2027.42/63901/shap?sequence=1>
- Shim, M.K., Felner, R.D. and Shim, E. (2000). The Effects of Family Structures on Academic Achievement. ERIC - Institute of Education Sciences: Rhode Island.
- Sun, Y. and Li, Y. (2011). Effects of Family Structure Type and Stability on Children Academic Performance Trajectories. *Journal of Marriage and Family* 73(June):541-556.
- Tavani, C.M., & Losh, S.C. (2003). Motivation, self-confidence, and expectations as predictors of the academic performances among our high school students. *Child Study Journal*, 33, 141-151.
- Teese, R. (2003). Blueprint Funding reform. A presentation to the Department of Education and Training, Victoria.
- Vellymalay, S. (2012a). Parental Involvement at Home: Analyzing the Influence of Parents' Socioeconomic Status. *Studies in Sociology of Science*, Vol. 3, No. 1, 2012, pp. 1-6.
- Weissman, M.M., Wickramaratne, P., Nomura, Y., Warner, V., Verdeli, H., Pilowsky, D.J., Grillon, C., and Bruder, G. (2005). Families at high and low risk for depression: a 3-generation study. *Arch Gen Psychiatry*, 62:2936.
- Wojtkiewicz, R. A. and Holtzman, M. (2011). Family Structure and College Graduation: Is the Stepparent Effect More Negative than the Single Parent Effect? *Sociological Spectrum* 31(4):498-521.