

**THE INFLUENCE OF PARENTS' SOCIO-ECONOMIC STATUS ON THE
ACADEMIC PERFORMANCE OF SENIOR SECONDARY SCHOOL
STUDENTS IN OREDO LOCAL GOVERNMENT AREA OF EDO STATE**

BY

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**DEPARTMENT OF EDUCATIONAL FOUNDATIONS,
FACULTY OF EDUCATION,
UNIVERSITY OF BENIN,
BENIN CITY.**

DECEMBER, 2022

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CERTIFICATION

We certify that this work was carried out by OKITIKPI TIMIPRE AUGUSTINE in
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DEDICATION

This study is dedicated to the Almighty God, the great monarch of the universe, the King of kings and the Lord of lords, the architect of the universe, the giver of life. He has always been there for me in all circumstances and preserved my life all through my study in UNIBEN. He has been the source of my academic success. Despite all odds He secured victories for me. Also to my senior friend and leader, Prince Esedion Kelly who me God used to make this dream a reality and to my Papa, Pastor Francis Erhauyi Otakponmwun for his paramount support and fatherly role in my life.

Lastly, I dedicate this work to my late father, Mr. Godwin Oshedu Tili Okitikpi, who was really there for me in my primary and secondary education before his demise on the second day January, 2019.

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ABSTRACT

This study is being carried out with the aim to investigate the influence of parents' socio-economic status on the academic performance of students' in Oredo Local Government Area of Edo State. The descriptive survey research was adopted for the study. 100 Students from Secondary Schools in Oredo Local Government Area, make up the sample for the study. The instrument for the study would be questionnaire titled "Questionnaire on influence of parents' socio-economic status on the academic performance students"

Simple percentage method of data analysis was used in analyzing the data gotten from respondents.

The results indicated that parents' socio-economic status has a great influence on the students' academics. It was found that parents' occupation, home environment, location of school, family size, parental income, parental educational background has a significant influence on students' academic performance.

Recommendation made include Based on the findings, the following recommendations have been made:

1. Parents should give maximum financial support to their children to enhance their academic performance
2. Parents without education and those with low educational qualifications should endeavour to send their children to home lessons after school hours, by weekends and during holidays to improve their academic performance.

Government should provide books, laptops and other educational facilities for schools to enable all students to have equal access to academic facilities. This will bridge the gaps between the rich and the poor students academically.

Government should formulate policies such as scholarship for students from low socio-economic status and soft loans for the parents to enable such students to have equal opportunity to education as children from high socio-economic status.

3. Parents should enroll their children in close by Schools to discourage educational ills such as lateness to school and absenteeism and Government should make School Buses available for students who live afar.

CHAPTER ONE

INTRODUCTION

Background to the Study

Education is a process by which the mind of human being develops through learning at homes, streets, religious institutions like churches and mosques, schools, colleges or universities. It is also a process whereby a person develops attitudes and abilities that are considered to have value and relevance in the society. It is the best legacy a nation can give to her citizens especially the youth. Every nation hoping to have bright future needs emphasis on education because it is the only way to much development. Yusuf and Al-Banawi (2013) noted that education must be considered as a key investment in modern economies because, as previously seen within the framework of a knowledge-based economy, there are strong and positive correlation between economic activity and education in explaining economic growth. Asiru (2014) stated that education is a catalyst to the development of individuals, society and the nation as a whole. Dagbo (2014) also opined that education is an important tool for social growth, development and interaction of all elements in the society for it economics, social and political well-being. Olayanju (2014) posited that education plays a critical role in human capacity building and skills acquisition.

Despite the fact that the development of any nation depends largely on the quality of education of her citizen, the poor academic performance of most Nigerian youth in

secondary schools is decreasing. This has become a major concern of education stakeholders and researchers. Imogie (2002) drew attention to the public outcries concerning the low quality of education in Nigeria.

Ugoji (2008) lamented that students' academic performance is declining because they are confronted with so many school and non school related demands and responsibilities. Adeyemi in Abdu-Raheem (2010) agreed that the problem of students' under achievement has been an educational issue since the early 80s.

Hassan (1983) examined and listed the causes of poor academic performance among secondary school students. Some of the causes are low intellectual ability, poor study habits, low achievement motivation, lack of vocational goals, low self-confidence, low socio-economic status of the family, poor family structure and anxiety. Different factors such as the child's intelligence, state of health, motivation, anxiety, availability of suitable learning environment, adequacy of educational infrastructure, may influence students' academic performance positively or negatively (Eweniyi 2005). They identified low motivational orientation, low self-esteem/self-efficacy, emotional problems, poor study habits, poor teacher consultation and poor interpersonal relationships as some of the causes. Fayemi (2011) also highlighted inadequate funding, poor teaching methodology, infrastructural decay, low morale among the teachers, indiscipline among teachers and students as factors responsible for the students' failure in national examinations. Adegbite (2014) noted that most Nigerian students at every level of

education sponsor their education by engaging in various kinds of works like prostitution, keke driver, daily pay labourer, security guard, recharge card selling, fuel attendant and casual worker.

Meanwhile, sociologists have come to observe that the socio-economic status of parents may be one of the factors influencing the academic performance of students. This is because whatsoever affect the development of children, environment would possibly affect their educational disposition.

Lisa et Al., (2003) posits that parents of different occupation classes often have different style of child upbringing, different ways of disciplining their children and different ways reaching their children's needs. These differences do not express themselves consistently in every family rather influence the average tendencies of families of different occupation classes.

Socio-economic status in this case will be divided into the high and low socio-economic status. Karl Marx representing the conflict theorists in Educational Sociology argued that these social classes are always in conflict with each other. Despite the effort of government in bridging the gap, it seems to be natural phenomenon because the gap keeps growing wider.

Hills at et al., (2004) had argued that socio-economic status of parents do not only affect the academic performance of students but also makes it possible for children from

low socio-economic status to work harder and compete with others from high socio-economic status under the same academic environment. Moreover, Smith(2002) posits that significant predictors of intellectual performance including parental socio-economic status. In the same vein, other researchers had posited that parental socio-economic status could influence school children as to bring about flexibility in adjustment to different school schedules (Guerin, 2001).

Oni and Omoegun (2007) had asserted that there is significant difference between the rates of behaviour among students from high and low socio-economic in Nigeria. The health status of children as reported by Adewale (2002) could also be traced to parental socio-economic status and this in turn affect the disposition of children's academics.

Other factors that hinge on parental socio-economic status that can influence the academic performance of students include educational background of parents, parental occupation, family size, home environment and income status of parents. It is against this background that it is considered paramount that these factors and the influence they have on academic performance of students be examined so that useful recommendations can be offered to parents, teachers, educationists, educational planners, government and society at large.

Statement of the Problem

It has been observed that many students do not pass well in external examinations such as West African School Certificate Examination (WASCE) and National Examination Council (NECO) (Obanya 2004, Ebebuwa-Okoh (2010) and Atanda and Jaiyeoba 2011) noted that some of the factors responsible for the low performance of students in schools are low socio-economic status of parents and lack of seriousness of students. Again, the rich parents is able to provide all the basic necessities that servers as motivation to learning and in the long run aid academic success but on the other hand, parents of poor socio-economic status cannot provide these basic necessities for their children. So this is the reason why some students' academic performance is exceptionally good while others is poor. The situation is further heightened by the fact that some parents do not realize that the ability of the children to perform well academically is greatly influenced by the home.

This variation in academic performance has been a great source of worry and concern to parents, School Managers, Policy Makers, and Government. In line of these therefore, this research is aimed to examine the influence of socio-economic status of parents on the academic performance of secondary school students in Oredo Local Government Area of Edo State

Purpose of the Study

The purpose of the study is to find out the influence of socio-economic status of parents on the academic performance of secondary school students in Oredo Local Government Area of Edo State. Specific purpose of the study includes;

1. To find out the influence of parental socio-economic status on the academic performance of students.
2. To ascertain the level of influence of the educational status of parents on the academic performance of students.
3. To find d out the influence of family size on educational performance of secondary school students.
4. To investigate the influence of parental income level on their children's academic performance.
5. To examine the influence of home environment on children's academic performance.
6. To investigate the influence of parents occupational status on the academic performance of secondary school students.

Research Questions

For the purpose of this research work, the following research questions have been formulated to guide the study.

1. What is the level of academic performance of students in Oredo secondary schools?
2. Does the occupation of parents influence the academic performance of students in secondary schools?
3. Does the home environment and school location affect the academic performance of secondary school students?
4. To what extent does the family size influence the academic performance of students in secondary schools?

Significance of the Study

It is expected that this research work upon completion will be beneficial to the society as the education system will in no doubt learn from the study. Specific beneficiaries include students, parents and school administrators, government and the society at large. One of the beneficiaries is the students, this is in the sense that this work will serve as an eye-opener for them to know that the socio-economic status of their parents can influence their academic performance positively or negatively. And as such motivate them to see how they can contribute immensely to improving their performance irrespective of their parents' socio-economic status.

The study will further help parents to be aware of the influence the family has on children and how such influence the children's academics positively and negatively. From

the recommendations that would be provided, they would be able to adopt measures of bringing their children in such a way that they would be academically sound and viable. Similarly, it is likely to encourage parents to provide the necessary requirements for students and also pay attention to the educational activities of their children at home as this will motivate them to put in much effort in study.

Furthermore, teachers and educational administrators in general will also benefit from the research. Teachers would be made aware that differences exist between the students in a class and that a cordial teacher-students relationship can help motivate the students for better academic performance. It will help school administrators and educational planners to plan for better academic programmes that will benefit the Nigerian child. Also, it will create awareness to curriculum planners who will in turn plan ways of meeting the educational and psychological needs of students from homes of diverse socio-economic status.

In addition, the research is likely to help the government and the society at large. As it will bring to the awareness of the public, the academic burden placed on parents of different socio-economic status in the education of their children. And as such, programmes that would alleviate this burden can be implemented. Also, non governmental bodies in the society will be made aware of the needs of the school and thus help to provide educational facilities such as good classrooms, chairs, laboratories, and other school infrastructures.

Finally, the research upon completion will add to available literatures and encourage further research on the topic.

Scope and Delimitation of Study

It would be much demanding to undertake a complete study of the influence of socio-economic status of parents on the academic performance of students in the entire Oredo Local Government Area due to time and financial constraints. As a result of the above, only five (5) schools will sampled. Sampled schools are selected based on their large population and metropolitan characteristics.

The study would be confined to senior secondary students of selected schools. This is because secondary school students are more matured and learned than those of the junior classes. As such, they would be able to understand the issues and problems of the research as it concerned the influence of parents' socio economic status on their academic performance.

Definition of terms

- 1. Influence:** The effect (s) that something or someone has on the way a person thinks or behaves.
- 2. Status:** A person's condition, position or legal standing relative to that of others.

3. **Occupational Status:** A person's trade, vocation or principal means of earning a living.
4. **Educational Status:** This is the educational attainment of an individual; the term is used for social processes with which one achieve social competence from a controlled setting which can be institutionalized as a school or college. Education status is also referred to as educational background.
5. **Academic Performance:** This refers to students' achievement scores within a class and his/her position relative to all those subjected to the same test.
6. **Family Size:** This refers to the number of people in the family.
7. **Home Environment:** This refers to the parental experience and anticipation and aspirations for children, objects and material condition in the home for comfort and also specified behavioural processes conducive for learning. The home environment also includes the location and neighbourhood where the home is located.
8. **Socio-Economic Status:** This refers to the position of recognition which one finds him/her self in the society. Such a position may not be hereditary but acquired through personal efforts like income, education and occupation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter treats the literature review. It will be discussed under the following sub-headings:

- ❖ The Concept of Socio-Economic Status
- ❖ Academic achievement
- ❖ The Influence of Parents' Educational Background on Students' Academic Performance
- ❖ The Influence of Parental Occupation on Academic Performance
- ❖ Parental Income and its Influence on Academic Performance
- ❖ Home Environment and Location and its Influence on Students' Academic Performance
- ❖ Relationship Between Family Size and Students' Academic Performance.

The Concept of Socio-Economic Status

Socio-economic is a sociological term which refers to the position of recognition which one finds him or her-self in the society. This position is sometimes hereditary but in most cases it is acquired. In a bid to search for the causes of the declining state if

education, scholars have decided to study the influence; f socio-economic status on the academic performance of students.

Chuan (1996) noted that in studying the socio-economic status of any individual, socialists have often relied on socio-economic indices such as occupation, level of income and education. Based on one of these indications, the various social classes are usually Organized into a hierarchical structure. The commonest and basic structure is usually the higher or upper, middle and lower class structure. He further noted that examination of Socio-economic status often reveal inequalities in access to resources and issues related to privilege, power and control.

American Psychological Association, APA (2001) describes the relationship of family socio-economic status to children's readiness for school, Across all socio-economic groups; parents face major challenges when it comes to providing optimal care and education for their children. For families in poverty these challenges can be formidable. Sometimes, when basic necessities are lacking, parents must place top priority on housing, food, clothing, and health care. Educational toys, games, and books may appear to be luxuries, and parents may not have the time, energy, or knowledge to find innovative and less-expensive ways to foster young children's development. Sheldon (2003) observes that even in families with above average income parents often lack the time and energy to invest fully in their children's preparation for school, and they sometimes face a limited array of options for high-quality child care both before their

children start school and during the early school years. Kindergarten teachers throughout the country report that children are increasingly arriving at school inadequately prepared. Families with low socioeconomic status often lack the financial, social, and educational supports that characterize families with high socioeconomic status. Poor families also may have inadequate or limited access to community resources that promote and support children's development and school readiness. Parents may have inadequate skills for such activities as reading to and with their children, and they may lack information about childhood immunizations and nutrition. Mc Neal (2001) has also pointed out in his study that SES has overridden other educational influences such as family size, parental involvements and educational level of the parents. Jeynes (2002) shows that there is a positive correlation between SES of a family and the academic achievements of a student. Hochschild (2003) says that students who have a low SES earn lower test scores and are more likely to drop out of school. Emmon (2005) believed that low SES negatively affects academic achievements because low SES prevents access to vital resources and creates additional stress at home. This study determined the influence of parents' socioeconomic status on students' academic performance in public secondary schools as little attention has been given on it.

The Concept of Academic Performance

Academic performance is an important criterion for measuring the individual's ability and assessing the achievement of educational and training purpose. However, there are different views on what academic achievement could be.

Putwain and Daniels (2010) defined academic achievement as gaining mastery of information and theoretical knowledge in specific field and in a particular course of study. It can be seen as the outcome of obtained by students after going through a process of instruction from an instructor. Academic achievement is a scholastic display of what is known. In predicting academic performance or achievement, scores obtained in a given subject with reasonable success on the basis of the result will determine the academic achievement (Owoyemi, 2000). In a nutshell, the scores given by the teacher or examining bodies depend on the past mark set for grading and serves as indicators for achievement. These set marks could either be good or bad.

According to Ochunogor (2001), academic achievement is the result obtained from students after going through a learning process. It is the cumulative effect of performance of a learner that is determined or measured by the end of the programme. Aigboje (2007) noted that although basic research that is related to academic performance, considered mental ability such as intelligence and memory as a major factor in learning and in assessing academic achievement, today people's differences in their educational

attainment do not depend solely on the amount of intelligence and memory but other factor that have significant solidarity with mental abilities. This he said can contribute to educational achievement. He went further to state that education refers to the addition of more social values embodied in the school curriculum.

These he said involves some stages of activities which include the cognitive domain, affective and psychomotor domains. It has been observed that secondary schools in Nigeria are of low performance especially in the three domains of learning. Ajayi (2002), WASCE (20007) and Adeyemi (2008) have shown significant poor performance of students in some external examinations such as JSCE and SSCE examinations. This is a clear indication that there is a problem that needs urgent solution. Meanwhile, Osunde (1999) concluded that if students' learning outcome is dependent on on quality of knowledge, skills, attitudes and values acquired in the cognitive, affective and psychomotor domains if educational objectives, it therefore is undoubtedly dependent on the socio-economic status of parents.

The Influence of Parents' Educational Background on Students' Academic Performance

The gap in educational performance of students in secondary schools has been a major challenge for educationists and researchers. Among other factors, the level of education of parents has been discovered to play a significant role in determining the

achievement of students either positively or negatively. Sarigiani (1990) noted that parental educational level have been found to be significantly related to the educational attainment of their children in both rural and national samples. Charles (2003) also reported concerning parental involvement stated that the higher the educational class, the more involvement. That is to say that the higher the mother's education, the greater the extent of educational achievement of students.

Moreso, Memors 2010) analysis and interpretation of data enabled him to conclude that students whose parents are well educated perform better than those whose parents are less educated. This opinion was substantiated by Sarigiani (1990) who in his study noted that parental level of education is significantly related to the academic performance of students. His study judged education in two levels which are first the level below college and second that above college. Children from house where both parents have level of education above college tend to perform better in academics because he is well taken care of and also highly motivated. Such parents help in guiding their children with homework and there is a continuous check on his school work. The educated parents actively participate in the school's Parent Teachers Association (PTA), Carmen (2007). This is done to properly monitor the progress of their children and the quality of education being given by the school.

Apparently, parents positive attitude towards their children go a long way in motivating their children. However, the illiteracy of parents in most cases has negative

effects on the academic performance of their children. Karshen (2005) noted that students whose parents are highly educated score higher in standardized tests than those whose parents are not educated. Ogunlade (1995) after his study concluded that children of illiterate home perform worse than their counterparts from educated homes. Students from educated homes also study and concentrate more in class former and they tend to look up to their parents as achievement model.

Parental Occupation and its Influence on Academic Performance

According to Yee and Eccles (188) different disciplines engaged in by parents through their various educational levels have different impacts on their children's education. It thus appears that career modeling from parents could make a noticeable impression on children's intellectual development. For insurance, parents of low social-economic status who engage in menial jobs like hair dressing, sewing, petty trading, farming, catering, etc are more likely to have less contact hours with their children. These situations can affect the education of their children. Also, there are some professional occupations that keep the parents away from home for so much time that despite the level of education, the parents will not also be involved in the academic activities o their children. These occupations keep the parents away from home in such a way that children are left in the care of maids or house helps who in most cases are uneducated and therefore the children have little or nothing to learn from them academically.

Carmen (2007) noted that extended family has become significantly less extended as mobility has increased, parents are becoming isolated from their children and finding it difficult to keep watch on what need to be done to help the children succeed in school. He further stated that many homes are not even led by a parent but by a grandparent, guardian, and some adult. Prior to this time in what is sometimes referred to as a traditional Nigerian family, parents were able to set aside time from monitoring their children's school work.

To further buttress this view above, Durojaiye (1997) has established that variables such as occupation, income and neighborhood which do correlate with a child academics skill development and constant psychological variables are very important. This involves parents responsibilities to present to their children pictures, narrate stories and provide them with playing facilities as well as sending them to schools.

Furthermore, Chauhan (1996) in his study of the India adolescent found out that a child's particular socio-economic inheritance may have effect on his academic performance. He went further to state that the economic and occupation level of the home affect the educational goals of the youth, influencing aspiration to be similar to those held by their parents and by discouraging aspiration to levels much above or below their parental occupational status. This was observed by William and James (2002) who noted that higher education rates were highest for students whose parents were professionals as opposed to lower status occupational group. They further explained that the occupation of

parents is seen to affect positively the performance of students through a number of factors such as role modeling, career aspirations and the provision of resources for education.

Generally, both parents have influence on children's academic performance but according to Moritz (2014) the mother has more influence on the child's academics than the father. He opined that children who identify strongly with their mothers than anyone else about their education.

Also, parents whose occupation has nothing to do with education tend to influence their children negatively. One of the primary duties of a child is to assist parents in the domestic chores of the home, Adewale and Michael (1978). Therefore, parents whose means of earning a livelihood is through hawking and other petty trading will most likely want their children to toe the line of their occupation by helping the parents especially when such parents are not educated. And such a parent may not lay much emphasis on the early intellectual development of their children. Such student may be attending school but instead of studying after school as would their counterparts from high occupational homes are always in the market or shops. Unlike their counterparts, these would end up performing poorly in school.

Parental Income and its Influence on Academic Performance

Education is increasingly becoming more expensive by the day. And so anyone who wants to train their children in school must be ready to provide funds and these funds come from the occupation which has been discussed above. The income which is available to the parent is what is referred to as parental income or family income. Family income is a socio-economic factor that has been discovered to also influence the educational performance of students positively or negatively. Income or financial status is extremely important for individuals and organisations. Researchers have demonstrated that financial standing has an added advantage for individuals in their education. This section is dedicated to discuss the influence of family income on nutrition, provision of academic or motivational materials, standard of school attended and also how some researchers have discovered that parental income does not affect academic performance of children.

Parental income had been discovered to have either positive or negative impacts on students' nutrition which in turn affect their academic performance. When a child is from a low income earning family, there is the tendency for negative impact as such a child may not feed on right nutrition necessary for healthy living. Child Trend and Center for Child Research (2004) note that children from poor families are less likely to receive adequate health care and nutrition both of which may affect the performance of such children in school. This impact of course is on negative side because research has shown

that children from poor homes most times go to school with little or nothing in their stomach. This situation can hinder effective learning. That is to say, such children may not be able to concentrate well in their academic activities as would children who are well fed. And such children again constitute school nuisance.

Cosidine and Zappala (2002) observed that children who come from families having low income make known subsequent model in low learning, low retention rate, problems in school behaviour, more difficulty in their studies and mostly display negative attitude towards studies and school.

Xiao (2012) examined students and their family income in China. He studied almost 407 students in their early years. The study showed that family income can affect children's learning, reason being that inadequate income leads to under nutrition and this may result in poor health which will affect the child's education in such a way that the child will not be strong enough to attend school regularly to learn effectively for academic success. Hussain (2006) noted in his research that secondary school students in public schools often come from poor or average income families. These families face various problems be quitted to them by the economy causing emotional disturbances among their children which later result in poor academic performance.

Adewale (2002) had reported that in a rural community where nutritional status is relatively low and health problems are prevalent, children's academic performance is greatly hindered. Moreover, Eze (1996) had opined that when a child get proper nutrition,

health care stimulation during early school years, the ability to interact with and take optimal advantage of the full complement of resources offered by the environment is enhanced. And a good nutrition can only be gotten and enhanced when there is finance and adequate fund in the family. Also, Adivale (2002) stated that the financial status of a family also affects the health condition of the family. The children belonging to poor families have low health status and this makes a greater negative effect on their study habits.

Wilkins (1979) supported this by stating that poverty gives rise to ills such as malnutrition, fatigue, physical and low standards of health which are contributing factors in education deprivation. In addition to nutrition, parental income also affects the type and standard of schools attended. The decline in the quality of schools in our society today has become a menace. The establishment of schools has become more of a commercial venture than for the purpose of impacting knowledge. And all over the society, people complain of "mushroom schools" whose quality of staff and facilities are seriously inadequate. But it has been observed that high income parents do not send their children to such schools. It is the low income earner who has the desire of giving their children formal education that fails to give option due to its fees. According to Blackmore (1981) the availability of funds from parents and other family members will affect such things as the quality of school attended, the number of books which students possessed, and attendance to private tutorials etc. Also, Okedije (1973) stated that the

education opportunity of the Nigerian child is clearly related to the financial status of his parents. Children of high income earning parents have better educational opportunity than those of low income earning parents. And as a result their academic performance is hampered.

It has been observed that rich parents who can afford to pay high tuition fees send their children to high standard schools but low income earning parents in most cases send their children to public schools where education is almost free. Although with qualified teachers, most of the public schools lack facilities such as good classroom, equipped library and laboratory, inadequate desk and chairs etc. This was observed by Escarce (2003) who noted that the total income of families monthly and annually and their expenditure put a great effect on the learning and academic opportunity accessible to youngsters and their chances of educational success. He went further to state that the students belonging to low income background usually attend schools with lower funding level and this situation reduced achievement, motivation of the students and high risk of educational malfunction in future life endeavours. In other cases, the low income parents in a bid to give their children sound education send them to quality schools with high tuition fees. And the result has been that such children are sent out of school or excluded from certain activities for lack of payment. Jenks (1968) stated that "they suffer from stigma of being isolated during break meals because of poverty".

Additionally, the income of parents also determines to a large extent the educational materials available to the students at home. According to Ogwu (2004) the high socio-economic status parents are able to provide their children with books, toys, videos and computers to encourage them in various activities at home. The teacher has a role to play in the academic performance of students in school but what the child learns at home is also very important. The provision of materials depends on the availability of funds. Child Trend and Center for Research (2004) stated that low income parents have fewer children books and spend less time reading. The provision of books serves as motivational materials to children. So the unavailability of these materials influence educational performance negatively and vice versa- high income families can also afford materials that will help to broaden the horizon of the child such as computers, visits to museum and so on. And these activities serve as added advantage to the students of high income families.

However, it would be worthwhile to consider some of the antithetical arguments. These group of researchers believe that the income status of the family do not influence the academic performance of students. To begin with, Steven (1999) commented on the contradiction that can be found on the relationship between parents financial status and that students belonging to rich families have lesser interest towards education compared to students who do not belong to high class. He went further to state that students who have low class profile are keener towards studies because they know the importance of

earning money. Whereas, students who have a high class profile do not have any tendency to acknowledge their parents' payment for their studies. This led Steven to conclude that the financial status of parents might be important but not necessary for performance of students.

The Influence of Home Environment and Location and its Influence on Students' Academic Performance

Home environment is another socio-economic index that affects the academic performance of students on schools. Mozamo (2003) stated that home environment affects the academic performance of students. Home environment in this context comprises of both the immediate family and neighborhood or community where the home is located. Dampsey (2005) noted that the primary environment of a student is the home and it stands to exert tremendous impacts on the students achievement. The literature that will be reviewed shows how various components of the home environment affect academic achievement. The three components that would be examined are the immediate family, the neighborhood or community and the closeness of the home to school.

The influence of the immediate family on the academic performance of the child cannot be over-emphasized. The family is the basic unit of socialization which the child first come in contact with. So, the environment created by the home will go a long way into the influencing the academy performance of the student. Young, Linver and Brook-

Gunn (2002) noted that much of the variability in the relation between developments comes from the family's provision of stimulating environment. Meece (2002) also stated that the quality of a child's early learning in the home relate positively to the development of intelligence and reading skills.

In trying to further explain how the environment of the immediate family influence academic performance, Jameson (1997) specifies the importance of quiet time and place for home work on the education of a child. In this, he that parents o the high socio-economic status often locate their homes in a serene environment devoid of much noise. And as such, children often have enough time to study quietly and attend to their homework.

Also, Harris and Gibbon (1996) stated that the environment created in the home and academic success. They went further to explaib that the level of communication with children help to motivate them. Some parents create an authoritative atmosphere in the home whereby at the sight of the parents, the children run away with fear. Harris and Gibbon discovered in their research that such an environment impedes the child's motivation to learn as compared to those who discuss with their parents.

Wallis (1998) wrote a parent guide on the importance of encouraging, praising and talking about setback with children. He stated that this aid academic success. Other researchers have also discovered that the home environment (measured by the presence of books, newspapers and other learning materials) can be more important for a child's

academic achievement than when they are not available. They found that more parental attention to and for towards their children's education help raise children's academic achievement.

Another component of the home environment that has been observed to have great influence in the academic performance is the perception of the community or neighborhood towards education. That is the neighborhood characteristics. In examining this, the first question that comes to mind is what is the culture of the community as regards education? To answer this, J. A. Margassin (1997) noted that children who experience an environment that follow some minimal level of education may be damaged by it. There are some community where education (formal education) is regarded and seen as a waste of time. In such neighborhood, youngsters are seen on the streets during school periods. This situation is more common in rural areas. The implication of this is that a child who at the initial stage loved school will gradually loose interest and join his friends on the streets.

Ravilin (1961) noted that the community often has a marked influence on the students' motivation for learning and on his ability to profit from his influence at school and lack of motivation leads to poor academic performance. Wiscon (1992) observed that it is only parents of low social-economic status that locate their homes in such communities. Even in rare situations where high socio-economic status families live in such places; their children in most cases sent to boarding schools.

Brody and colleagues (2001) in their research on how the community affects the child's development regardless of individual family found out that children who lived in disadvantaged communities whether urban or rural were more likely to affiliate with anti-social peers than children living in more affluent communities. And this affiliation has a negative effect on children's academic progress even when those children come from supportive families.

Furthermore, the location of the school from the homes is another component of the home environment that has influence on the academic performance of students. One of the major factors that parents consider when sending their children to school especially at the primary and secondary level is the distance of the school from home. This is why most organization such as universities have Secondary Schools in their premises. Good example is University Demonstration Secondary School (UDSS), UNIBEN. This is done to reduce the stress they go through in walking long distances to school. Arubayi (2005) had observed that majority of Nigerian students are observed to walk long distance to and fro school everyday especially in the rural areas. Distance travels to school have some measures of relationship to educational ills such as absenteeism, truancy, lateness, indiscipline, and so on, of which led to poor academic performance. He further noted that when the distance travels to school is too far for the child, besides fatigue there is the tendency for the child to loose interest at school. Moreso, he compared the distance travels to school by pupils in Edo State and its effect on academic performance. He

concluded that the location of sizeable number of secondary schools in Edo state were far away from their residence and this affect academic performance negatively.

Relationship between Family Size and Students' Academic Performance

Family size here is defined as the number of people that make up a home. Population study has shown family size in Africa is about the largest in the world. Evidence submitted by African Formulation for Population and Development (AFPODEN, 2005) shows that Nigeria is the tenth largest (most populous) country in the world and by implication the most populous in Sub-Sahara African. Research conducted by the United National International Children Emergency Fund (UNICEF) and world Population Bureau (WPB) showed that people with low income and less literate have more than one wife and large families in Nigeria. This have been observed to affect academic performance of students in secondary schools because the larger the family size, the less attention given to the children by their parents and the higher the demand on the parents financially.

The National Poverty Eradication Programme through its coordinator, Dr. Kpapor in 2005 October 18th in the Daileys, affirms that people with large family size were illiterate. He further explained that a family of about 20 members will likely have a poverty prevalence of 90 %. And that such can affect the academic performance of the children of such families. This is so because the parents would not have enough time and

resources to cater for the academic needs of the children like checking their notebooks after school and assisting them with their homework.

CHAPTER THREE

METHODOLOGY

This chapter deals with the research methodology and procedures that the researcher will employ in the study. This includes the following sub-headings:

- Design of the Study
- Population of the Study
- Sample and Sampling Technique
- Research Instrument
- Validity of Instrument
- Reliability
- Method of Data Analysis

Design of the Study

The design of the study is a survey research design. A survey research design involves the examination of the behaviour of a group of people by collecting and analyzing data from a few items or persons considered to be representative of the entire group. The survey research design will be employed in this study so as to get information from the students in the local government area.

Population of the Study

The population of the study consists of senior secondary schools in Oredo Local Government Area. The total population of the students in these areas is about 8, 982

Sample and Sampling Technique

The sample of the study will comprise of one hundred students randomly selected by the researcher from five (5) senior secondary schools in the local government area. Twenty will be selected from each school making a total of one hundred. The stratified random sampling technique will be used.

Research Instrument

To achieve a more reliable result, the instrument for data collection is the questionnaire for students. The questionnaire consists of five(5) sections. Section A is made up of the bio-data of the respondent. Section B to E focused on some socio-economic indices that can influence students' academic performance. These sections consist of twenty questions all of which students are to respond to.

Validity of Instrument

The questionnaire on the influence of parents' socio-economic status on the academic performance of senior secondary school students in Oredo Local Government Area will be validated by the project supervisor and some other lecturers in the

Department of Educational Foundations, Faculty of Education. This will be done to ensure that the questionnaire adequately measure what it ought to measure. Therefore, content validity will be used.

Reliability

The reliability of the research instrument was done using the split half reliability. The Spearman Brown correction formula was used and a coefficient of 0.65 was gotten. This shows that the instrument is reliable.

Method of Data Analysis

In analyzing the data collected from the respondents, the researcher employed the simple percentage method. This method of Analysis was used because the respondents were only expected to respond YES or NO to the given questions.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

Data Presentation and Analysis

Table 1: Class Group of the respondents

Class Group	Frequency	Percentage
S.S.1	52	52.0
S.S. 2	45	45.0
S.S 3	3	3.0

Source: Field survey, 2022

From table 1 above, it was revealed that 52% of the respondents are in S.S. 1, 45% of the respondents are in S.S. 2, while 3% are in S.S. 3

Table 2: Gender of the respondents

Gender	Frequency	Percentage
Male	38	38.0
Female	62	62.0

Source: Field survey, 2022

Table 2 shows the gender of the respondents with 38% representing the male gender and 62% representing the female gender.

Table 3: Age Group of the respondents

Age Group	Frequency	Percentage
13 – 15	52	52.0
16 and Above	48	48.0

Source: Field survey, 2022

Table 3 shows the age group of the respondents. 52% of the respondents fall within the age bracket of 13 - 15 while 48% of the respondents fall within the age of 16 and above.

Table 4: Academic Performance

Level of Performance	Frequency	Percentage
Below average	19	19.0
Average	55	55.0
Above average	26	26.0

Source: Field survey, 2022

From table 4 above represents the Academic Performance of the respondents, 19% of the respondents are Below Average, 55% of them are Average Students, while 26% of the respondents perform Above Average in class.

Table 5: Parents' Occupation

Occupation	Frequency	Percentage
Civil Servant	29	29.0
Professionals	7	7.0
Trade/Business	53	53.0
Artisan	9	9.0
Non employment	2	2.0

Source: Field survey, 2022

Table 5 represents parents' occupation. 29% of the respondents' parents are Civil Servants, 7% are Professionals, 53% are Trade/Business owners, 9% are Artisans while 2% are unemployed.

Table 6: Influence of Parents' Occupation on Academic Performance

ITEMS	YES	%	NO	%
Do your parents pay your fees regularly	83	83.0	17	17.0
Do your parents buy all your school materials	74	74.0	26	26.0
Do you assist your parents with their job after school	63.	63.0	37	37.0
Do you have exercise books for all your subjects	61	61.0	39	39.0
Do your parents check your notebooks after school hours	36	35.0	65	65.0

Source: Field survey, 2022

From table 6 above, it was revealed that most of the respondents agreed that parents' occupation has a significant influence on academic performance. 83% of the respondents agreed that their parents pay their fees regularly, 74% agreed that their parents buy all their school materials needed for them to study, 63% of the respondents agreed that they help their parents with their job after school hours, 61% of the respondents agreed that they have exercise books for all their subjects while a substantial 35% disagreed that their parents check their exercise books and school work after school hours.

Table 7: Influence of Home Environment/Location and Family Size

ITEMS	YES	%	NO	%
Do you eat before going to school always	72	72.0	28	28.0
Do your parents assist you in your homework	47	47.0	53	53.0
Are the children in your family more than four (4)	71	71.0	29	29.0
Do all the children in your family go to school	68	68.0	32	32.0
Is your home located in a noisy area	69	69.0	31	31.0
Do your parents advice you to read after school	81	81.0	19	19.0
Do all the children in your neighborhood go to school	91	91.0	9	9.0
Is your home far from school	23	23.0	77	77.0
Do you trek to school everyday	11	11.0	89	89.0
Do your parents take you to visit libraries and museums on weekends and holidays	14	14.0	86	86.0

Source: Field survey, 2022

Table 7 above revealed the respondents' response on their home environment/location and family size. 72% of the respondents agreed that they eat before going to school always, 47% of the respondents agreed that they are more than four children in their family, 71% agreed that all children in their family go to school, 68% agreed that their parents advice them to read after school hours, 69% of the respondents agreed that all the

children in their neighborhood go to school, while a substantial 81% live near their school, 91% trek to school everyday and 23% disagreed that their parents take them to libraries and museums.

Discussion of Findings

The findings in table indicate that majority of the respondents are average students. This could be that the students are affected by the socio-economic status of their parents.

Parents with low socio-economic status usually have problems catering for their wards in school as they cannot afford the necessary materials for the child/children to focus in school. When parents cannot afford materials and pay the tuition fees of their wards, it will in turn affect the overall performance of these children thereby leading to poor academic performance.

The study also shows that home environment/location and family size has a significant influence on the academic performance of the students. Majority of the respondents agreed that environment, location and family size has a great influence on them. For instance, a student who lives far from school and has to trek every morning to school will end up getting tired and exhausted before getting to school. Also, a child who does not have breakfast before going to school might end up not focusing well in class activities. A child whose environment is noisy will end up not having a conducive

environment to study after school. This finding is in consonance with the findings of Jameson (1997) and Harris and Gibbon (1996) which stated the importance of quiet time and place for homework in the education of a child. In this , he explained that students who have homes in a serene environment have enough time to study quietly and attend to their homework thereby improving their academic performance. On location of the school from home, Arubayi (2005) and Duze (2005) stated that students who walk long distances to school are characterized by education ills such as absenteeism, truancy, lateness, indiscipline and the likes thereby leading to poor academic performance.

With reference to home background and academic performance, parents with large family size will find it difficult to pay equal attention to all the children as they have other busy schedules. For instance, an artisan with large family size will find it difficult to pay attention to the academic work of all the children. This is in line with Iioipek (2000) who stated that a family with increased family size will not only increase population but also affect the socio-economic status of the parents leading to poor attention of the students and in turn poor academic performance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The study so far had succinctly examined the influence of parents' socio-economic status on the academic performance of senior secondary school students in Oredo Local Government Area of Edo State. Socio-economic indices such as income, occupation, family size, family background, environment/location to school were immensely looked into. Most of the findings reviewed vividly showed that the socio-economic status of the parents have a significant impact on the academic performance of students.

Conclusion

On the strength of these findings, these conclusions were drawn:

- ❖ On the academic performance of the students in Oredo Local Government Area, students performed averagely in schools and this was due to the fact that a large percentage of their parents are of the middle class or average socio-economic status. Parents with low socio-economic status find it difficult to see their children through secondary school.

- ❖ The occupation of the parents also plays a significant role in the academic performance of these students. The more occupied a parent is, the less attention the child will get. This will in turn lead to poor academic performance as the child will barely be modeled by the parents.
- ❖ Environment and location of homes to schools were also found to be significant to the academic performance of the students in the local government. Students who live far from school end up going late to school or being absent for some classes.
- ❖ Socio-economic status of the parents was also found to be significant to students' academic performance. From the study, students that come from homes with high socio-economic status tend to perform better than those from low socio-economic status. Students that attend well funded schools perform better than those that attend schools that are poorly funded.
- ❖ Environment was found to be another significant factor in a student's academic performance in Oredo Local Government Area. Students who live in noisy environments do not perform well academically while students who live in serene environments tend to perform well because they will have less distractions from people around them.

Recommendations

The following recommendations were drawn from the conclusions made:

- ❖ Students who perform averagely in classroom activities and school in general should be given more attention and encouraged. Parents should try as much to cater for the academic and social needs of their children because this will motivate them to perform well in school activities.
- ❖ Parents should pay more attention to their children and try as much as possible to also check their children's school works. They should also try as much to encourage their children in extra moral classes/lessons to enable them fill the gap created by their occupation.
- ❖ On environment and location of the homes and school of the students, parents should endeavour to enroll their children to nearby schools to enable them get to school early. A close relationship should be built with their teachers also to monitor the students as to when they get to school so as to discourage them from educational ill such as absenteeism, lateness to school. Parents should also encourage their children prepare early to school.
- ❖ Parents with large family size should try to pay more attention to the children's academic work. They should try to enroll them for extra moral classes to enable them gain more knowledge and improve on subjects in which they are weak. The parents should get involved with the students' teachers to enable them monitor the

progress made so far. This will encourage the students in performing better in school activities.

- ❖ Parents and students living in a noisy areas should encourage their children not to get too involved with people around as this has a long way in influencing the child. The parents should try to secure a conducive environment for their children to achieve greater success in their academic performance.

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APPENDIX
DEPARTMENT OF EDUCATIONAL FOUNDATIONS
FACULTY OF EDUCATION
UNIVERSITY OF BENIN
BENIN CITY
EDO STATE

**QUESTIONNAIRE ON THE INFLUENCE OF PARENTS'SOCIO-ECONOMIC
STATUS ON THE ACADEMIC PERFORMANCE OF SENIOR SECONDARY
SCHOOL STUDENTS IN OREDO LOCAL GOVERNMENT AREA OF EDO
STATE**

Dear Respondent,

This questionnaire is designed to find out the influence of parents' socio-economic status on the academic performance of senior secondary school students in Oredo Local Government Area, Edo State.

Please kindly respond to the items below correctly and sincerely. Information obtained through this questionnaire will be kept confidential.

Thank you for your anticipated cooperation.

Yours sincerely,

Okitikpi Timipre Augustibe

SECTION A: Demographic Characteristics

Please read carefully and tick () answer appropriately

1. Name of School:

2. Ownership of school: Federal Government (), State Government (), Local Government (), Private ()

3. Class: S.S. 1 (), S.S. 2 (), S.S. 3 ()

4. Gender: Male (), Female ()

5. Age: 13 - 15 (), 16 and above ()

SECTION B

1. What is the Educational qualification of your parents?

University graduate (), Secondary School (), Primary School Certificate (), Non formal education ().

2. How would you rate your family? Rich (), Average (), Poor ().

SECTION C

Academic performance of students in Oredo Local Government Area

3. What is your last position in class? Please indicate _____ out of _____

4. Have ever repeated a class in secondary school? YES(), NO().

SECTION D

INFLUENCE OF PARENTS OCCUPATION

5. What is the occupation of your parents?

FATHER: Civil Servant(), Professional(), Trade/Business(), Artisan(), Not Employed(),

MOTHER: Civil Servant(), Professional(), Trade/Business(), Artisan(), Not Employed().

6. Do your parents pay your fees regularly? YES (), NO ()

7. Do your parents buy all your school materials? YES (), NO ()

8. Do you assist your parents with their job after school? YES (), NO ()

9. Do you have exercise books for all subjects? YES (), NO ()

10. Do your parents check your notebook after school hours? YES (), NO ().

SECTION E

Please tick () YES or NO for each of the following questions:

Influence of Home Environment/Location and Family Size

QUESTIONS	YES	NO
Do you eat before going to school always		
Do your parents assist you in your homework		
Are the children in your family more than four (4)		
Do all the children in your family go to school		
Is your home located in a noisy area		
Do your parents advice you to read after school		
Do all the children in your neighborhood go to school		
Is your home far from school		
Do you trek to school everyday		
Do your parents take you to visit libraries and museums on weekends and holidays		

