



**EFFECTS OF SOCIO-ECONOMIC STATUS ON ACADEMIC ACHIEVEMENT OF STUDENTS
IN KWARA STATE, NIGERIA**

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Abstract

The study investigated the relative effects of learning for mastery and personalized system of instruction on secondary school students' achievement in social studies. It examined the possible effects of socio-economic status of parents on students' achievement in Social Studies in Kwara State. The study adopted quasi-experimental design which involves pre-test and post-test to determine the difference in the mean scores of the groups in the study. Population comprised of all the junior secondary school JSS II in Kwara State. Schools were randomly selected through stratified technique from three local government areas. The sample comprised 20 students selected from each of the three schools. However two schools serve as experimental while the third serve as control group. Social Studies Achievement Test (SSAT) was the instrument used for the study and it was validated by experts in Social Studies, test measurement and evaluation. The test re-test method was used to determine the reliability and reliability co-efficient of 0.82 was obtained. Analysis of Co-variance (ANCOVA) was used to test the instrument at 0.05 level of significance. It was revealed from the study that socio-economic status of parents had no significant effect on the achievement of students exposed to mastery learning.

Keyword: Socio-economic status, parents, standard of living, Academic Performance

Introduction

Parents are the most important factors, an influential element that can either affect the life of children positively or negatively. Parents have the ability to develop, influence and sustain the knowledge of what children needs to live a life. Education is known to be the best legacy that parents can give to their wards because, when family imparts good values, sound moral habit through good demonstration of formal and informal education that translate to proper upbringing of children in our schools and society at large.

Socio-economic status, according to American Psychological Association is conceptualized as the social standard or class of an individual or group,

and it is often measured as a combination of education income and occupation (Ghaemi and Yazdanpanal 2014). Different reports arising from academic research have expressed the view that socio-economic status of parents may affect academic performance.

Parental involvement takes different forms which includes home training provision of foods, clothing, stable and secure environment for living. All these are significant to wealth and social life of our children. On the order hand, social and economic experience, relates the terms in education. Education itself, marital status, peer group exposure family size, type of occupation and income of parents, all these matters among other



things, that could help to mould the children's life style.

In another dimension, socio-economic status of the parents which is referred to as educational qualification, the income of the family, type of environment and living standard of the family, all these have influence on the child's performance in the school. Other factors such as social life, provision of recreational facilities among others could be of benefit to the students in the school and generally in life.

Rolheatein (2004) asserted that parents of different occupational classes have different ways or styles of bringing up their children, this includes reacting to their children and discipline that differs from other homes but have average tendencies to mould the lives of children depending on occupational classes of the family. Hill et al (2004) confirms that socio-economic status of parent enables children to compete with their mate irrespective of social class whether high or low such factor influence the educational performance of the children in the school. Adewale (2002) submitted that in rural environment where nutritional status is poor coupled with health problems. He recorded that the academic performance of children is highly affected which is imperative to socio-economic standard of the parents. Laosa (2005) affirmed that the education and social achievement of the students is highly influenced by the background of child, feeding, provision of health service as well as incomes of the parents and the environment where they reside. This is also in line with Eze (1996) who posited that properly feed children with good food, better health care will get stimulated to learn. An advantaged environment full of learning resources that can complement their effort in school. Goodlad (1984) postulated that children from high socio-economic status opted for costly and beneficial courses while children from low socio-economic preferred

cheaper courses that their parents can afford or manage.

Fagand Ulvund (2002) conceived that socio-economic status of the parents signifies or predicts the intellectual performance of 8 years old child. When other scholars also are of the same opinion of the flexibility that children will adjust to different school schedules. Lisa et al (2003) observed that when parental status such as nutrition improved, that will have a value advantage on the feeding of the children hence they will perform better academically. Muhammed (2010) stressed in his opinion that cultural heritage, norms and moral values are passed from one generation to another is done through education and parental training, given at home. However Machebe (2012) submitted that socio-economic status of parents could only influence the academic performance of the students to certain extend in school and other places as well. The discussion had established the effect of socio-economic status and many other factors within the home as it has effect on the academic performance of the students.

Statement of the Problem

Several factors have been responsible for poor academic performance of students in the schools. Prominent among them are the provision of school material by parents, proper feeding, shelter among others. It has been observed that socio-economic status of the parents has become the factor that is responsible for poor performance of students which the study lay emphasis on. The study further examined the possible influence of socio-economic status of parents as it has influence on the performance of students.

Significance of the Study

The study is considered to be significant because socio-economic status has a relatively strong impact on the provision of necessary material, secure of stable environment. Education that stands a better way of impacting knowledge,



values and aspirations, that relates to personal fulfilment of student in life. The study was conducted on students in the junior secondary schools of different socio-economic status families from which these students belong.

Purpose of the Study

The purpose of the study is to investigate the extend to which the socio-economic status of the parents has contributing effect on the students performance in their various schools.

Research Question

Will the socio-economic status of parents have any effect on the mean score of students exposed to mastery learning method and control group.

Research Hypothesis

Parents' socio-economic status will not have significant interaction effect on the pre-test and post-test means score of students exposed to mastery learning method and control group.

Methodology

The research design adopted for this study is the quasi experimental pre-test, post-test control group design. The population for the study comprised of all junior secondary school JSS II students in Kwara State with total number of 282,000 students in the schools. The sample consisted of 180 students from the selection through proportional sampling technique of 20 students from each of the schools for experimental study. Multi-stage and stratified random sampling was used to select schools from all the local government in the state.

Intact classes were used in all the schools. However three schools were used, two schools served as experimental and the third school served as control group. The instrument for the study was Social Studies Achievement Test (SSAT) used to test the students. The instruments were subjected to face and content

validity. The test re-test method of reliability was used and the reliability co-efficient of 0.84 level of significant was obtained which was found reliable while Pearson Product Moment Correlation was used for the analysis and Covariance (ANCOVA) and multiple classification analysis (MCA).

Parents socio-economic status will not have significant interaction effect on the pre-test and post-test means score of students exposed to mastery learning, personalized system of instruction and control group not exposed to treatment.

Mean scores of students from low, medium and high socio-economic status exposed to learning for mastery, personalized system of instruction and control groups were compared for statistical significance using Analysis of Covariance (ANCOVA) at 0.05 level.

The result is presented in Table 6.

Table 6: 3 x 3 ANCOVA Summary of pre-test and post-test mean scores of students by socio-economic status and treatment.

Source	SS	df	MS	Fcal	Ftable	P
Corrected	6245.0	9	693.89	21.16	1.96	0.00
Model	59	5	5	5	0	0
Covariate (pre-test)	19.265	1	19.265	0.588	3.92	445
SES	29.652	2	14.826	0.452	3.07	.637
Group	3765.7	2	1882.8	57.43	3.07	0.00
SES x Group	84	4	92	1	0	0
Error	200.94	3	50.236	1.532	2.45	0.19
Total	3606.4	11	32.786			8
Corrected Total	9851.4	11				
Total	67	9				

P > 0.05

Table 6 shows that Fcal (1.532) is less than Ftable (2.45) at 0.05 level of significance. The null hypothesis is accepted. Therefore, socio-economic status will not have significant interaction effect the pre-test and post-test mean scores of students (F = 0.452, P > 0.05). However, the



treatment has no significant effect on students mean scores in Social Studies ($F = 57.431$, $F < 0.05$).

The study further revealed that parents' socio-economic status had no significant interaction effect on the pre-test and post-test mean scores of student exposed to mastery learning and personalized method and control groups. There mean scores were compared for statistical significance with the use of Analysis of Covariance (ANCOVA) at 0.05 level. It showed that F_{cal} (1.532) is less than F -table (2.45) at 0.05 level of significance, hence the null hypothesis is accepted ($F = 0.452$, $P > 0.05$). The treatment had no significant effect on students mean scores in Social Studies ($F = 57,431$, $P < 0.05$). The study revealed that the difference due to socio-economic status of parents had no effect on the academic performance of students exposed to treatment through learning for mastery method and personalized system of instruction method. The experimental groups did not perform better than the control group. The finding in this study contradicts findings of many scholars such as Oni (2007), Ghazi and Nawaz (2013), Ogunshola and Adewale (2012), Singh and Singh (2014) and many others who affirmed that parents' socio-economic status have significant effect on academic performance. These scholars found that students from a relatively high socio-economic background performed better than students from low socio-economic background. However the finding in the present study is in agreement with Graig and Ronald (2004) who asserted that other social variables such as individual intellectual ability and aptitude, attitude to learning, self-esteem are very important even where the parents' socio-economic status is high. They also claimed that how much the student is motivated through teaching methods may also reduce the significance of parents' socio-economic status in the academic achievement of students. Findings in this present study showed that both

students from high socio-economic homes and those from the low economic status homes performed well when they were taught using both learning for mastery and personalized system of instruction.

Conclusion and Recommendation

From this study, it was concluded that students taught with mastery and personalized method of teaching will enhance better achievement level of learning in Social Studies.

Students from high socio-economic background and these from low socio-economic status should be given equal opportunity and motivation. The study reveal that parents' socio-economic status had no significant difference in the academic achievement of students. It follows that if students from poor and rich homes are given equal opportunities, well motivated through the use of appropriate teaching methods, they will perform excellently well.



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