

**INFLUENCE OF SOCIO-ECONOMIC STATUS OF PARENTS ON THE ACADEMIC  
PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN  
ENUGU EDUCATION ZONE OF ENUGU STATE.**

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**Abstract**

*This study examined the influence of socio-economic status of parents on the academic performance of secondary school students in Enugu Education Zone of Enugu State. The study adopted a descriptive survey research design. The population of the study was 1,353 teachers. Of these 368 were male teachers and 985 were female currently serving in the 31 government owned secondary schools in Enugu Education Zone. 20% of the population participated in the study. Thus, giving the sample size of teachers to be 271. A40 itemed questionnaire developed by the researcher was used to collect data for the study. The instrument was validated by three (3) research experts. Cronbach Alpha reliability estimate was used to ascertain the internal consistency of the entire instrument which is .88. Data was collected through the help of three research assistants and were used to analyze the four research questions using*

*mean and standard deviation, the hypotheses were tested using t-test statistics. The result obtained from the analysis showed that Parental qualification, background, income and occupation influence the academic performance of secondary school students in Enugu Education Zone of Enugu State to a great extent. The study revealed also that there is no significance difference in the mean scores of male and female secondary school teachers on the extent to which parental qualification, background, income and occupation influence the academic performance of secondary school students in Enugu Education Zone of Enugu State. Hence, the researchers recommended, among others, that those parents with high academic qualification should be involved as resource persons.*

**Key words: Parents, Socio-economic Status, Secondary Education, Academic Performance, Enugu State.**

## **Introduction**

Parents have vital roles to play in the life of a child. Parents' participation in their children's education has been shown to be an important variable that positively influences their children's education (Epstein, Coates and Salina, 2017). Children learn and grow through three overlapping spheres of influence: family, school and community. (Epstein, *et al.* 2017) These three spheres must form partnerships to best meet the needs of the child. Parents assist children in learning at home for example in doing homework as well as decision making and collaborating with the school in such areas as provision of resources. When parents continuously support and encourage their children, they learn better, develop self-esteem, become more self-disciplined, and show higher aspiration and motivation towards improving their academic performance (Epstein, *et al.*, 2017).

There are several important areas that are most commonly linked to academic performance. These are student role performance factors, school factors and family (parental) factors. socio-economic status, parental involvement and family size are particularly important parental factors that affect academic performance (Safdar, Karim, Saqib, Gulap, & Muhammad, 2013). Socio-economic status is typically delineated into three categories, thus high socio economic status, middle socio economic status and low socio economic status. The concept "class" or "status" implies some people are either superior or inferior in some respect. One can be found at the top, middle or at the bottom. Socio-economic status therefore means that the social and economic standing of a person depends on these key variables, thus wealth, education, occupation and influence. Indeed, this index of social position utilizes occupation, education and residence to locate people within the status hierarchy (Agyemang, 2017).

## **Parental level of Education (qualification) on the Academic Performance of Secondary School Students**

Parents are the first teachers of their children. In the light of this, parental education influences student's academic performance. Ahmad (2013) suggested that children from families where parents have less education tends to perform systematically worse in school than pupils whose parents have more education. To him, educated parents provide intellectual, economical, psychological and emotional support to their children who in turn make them to be more comfortable and adjusted to their learning development, and this result in high academic

performance. Musarat (2013) found out that there is relationship between parental education and students G.P.A. To him, those students from educated parents have better G.P.A. than those from uneducated parents. He also pointed out that mother education has significant influence in students' GPAs. Students whose mothers are highly educated have scored high GPAs. (Study by Ahmad *et al.* 2013) stated that a parent with a good educational background would be in good position to be second teachers to their child. And even to guide and counsel the child on the best way to perform well in education and provide necessary materials needed by the child. Musgrave, (2015), stated that those children from educated parents always like to follow the footsteps of their families and by this, work actively in their studies. Ekber (2013) found out that parents with high education provide a most conducive environment for their children to study.

### **Parental Background on the Academic Performance of Secondary School Students**

Parental background refers to all the conditions and circumstances in the family which influence the child physically, intellectually and emotionally (Muola, 2015). Children coming from different parental backgrounds are affected differently by such family conditions. This is likely why some children have good parental background while some have poor background. Parents play a pivotal role in the educational development of their children. Their involvement in the education of the children is of immense benefit to the child, the school and the parents as well (Campbell, 2015). WaqasRafiq, Fatima, Sohail, Saleem & Ali Khan (2013) noted that children from parents that are more active in the process of imparting educational knowledge excel in their academic career and are often more productive in the society. Desforges & Abouchaar, (2013) indicated that the extent and form of parental involvement are strongly influenced by family social class, maternal level of education, material deprivation, maternal psycho-social health and single parent status and, to a lesser degree, by family ethnicity. Parents who are more involved with their children's schooling become knowledgeable about school goals and procedures (Hill & Taylor, 2014). In addition, they communicate the importance of education to children and help children learn strategies to enhance their perceptions of competence and control over achievement outcomes (Lareau, 2010).

### **Parental level of Income on the Academic Performance of Secondary School Student**

Income refers to wages, salaries, profits, rents, and any flow of earnings received. Income can also come in the form of employment or worker's 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, 2015). Income is a commonly used measure of socio economic status 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 of their children academic endeavour while being able to consume and enjoy luxuries and weather crises (Weller, 2015).

Omoraka (2013) noted that children with rich parents with a high income have certain needs, physical, and sociological which when met contribute positively to their academic performance. These needs may include a conducive reading atmosphere, good food, playing grounds, provision of books, and other essential materials. This is unlike children whose

parents income cannot meet up with needs that can positively foster academic performance. In this respect, it leads to low academic performance.

### **Parental Occupation on the Academic Performance of Secondary School Students**

Occupation as one of the components of parental socio-economic status 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. Occupational status measures social position by describing job characteristics, decision making ability and emotional 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 socioeconomic status 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, labourers, 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, 2015). Gachathi (2016) noted that occupational prestige is a component of socioeconomic status which encompasses both income and educational attainment. To him, occupational status reflects the educational attainment required to obtain a job and income levels. When parents have a better occupation, they make adequate provision for their children education. They provide economic, social, psychological and emotional support to their children, and this would make it possible for the children to perform well in their educational attainment.

### **Gender in Relation to Socio-economic Status of Parents**

Teachers in the study of gender believe that the cognitive differences between females and males have been exaggerated (Hyde, 2014). In a study by the U.S. Department of Education (2010), boys did slightly better than girls at mathematics and science. In another national study, females had higher reading performance and better writing skills than male with the gap widening as students progressed through school (Coley, 2017). Female educated teachers are more likely to be engaged with academic materials than male teachers and so enhance their children academic performance. The female teachers are more attentive in class, patient and put forth more academic effort, and participate more in class than male teachers (Dezolt & Hull, 2011). A probable reason for inequality in sex selection in some sex dominated subjects could be adduced to mere cultural and social orientation from parents and the entire society.

To the best of the researchers knowledge, scholars have written on the influence of socio-economic status of parents on the academic performance of secondary school students but none have written in the context of Enugu Education Zone, bearing in mind the above noted variables which needed to be explored empirically. It is against this background that this study poised to examine the influence of socio-economic status of parents on academic performance of secondary school students in Enugu Education Zone of Enugu State.

### **Statement of the Problem**

A glimpse at the performance of students in secondary schools indicates that majority of students face difficulty excelling academically. This is evident in their internal and external

examinations performance in (WAEC and NECO) because it depicts that secondary school students are in greater risk of poor academic. Low socio-economic status of parents and lack of seriousness of students seems to be some of the factors responsible for the problems. Worst still, most students seem not have the culture of reading, seem not to do their assignments, seem not to attend classes, seem not to pay attention in the class, seem not to be active in the class because of their poor parental economic background or parental lack of finance to that will propel their children academic performance. In the light of the above issue among others the purpose of this study is to find out the influence of socio-economic status of parents on the academic performance of secondary school students in Enugu Education Zone of Enugu.

### **Purpose of the Study**

The general purpose of this study examined the influence of socio-economic status of parents on the academic performance of secondary school students in Enugu Education Zone of Enugu State.

Specifically the study sought to:

1. find out the extent to which parental level of education (qualification) influence the academic performance of secondary school students in Enugu Education Zone of Enugu State
2. ascertain the extent to which parental background influence the academic performance of secondary school students in Enugu Education Zone of Enugu State
3. identify the extent to which parental level of income influence the academic performance of secondary school students in Enugu Education Zone of Enugu State
4. examine the extent to which parental occupation influence the academic performance of secondary school students in Enugu Education Zone of Enugu State.

### **Research Questions**

The following research questions are raised to guide this study.

1. To what extent does parental level of education (qualification) influence the academic performance of secondary school students in Enugu Education Zone of Enugu State?
2. To what extent does parental background influence the academic performance of secondary school students in Enugu Education Zone of Enugu State?
3. To what extent does parental level of income influence the academic performance of secondary school students in Enugu Education Zone of Enugu State?
4. To what extent does parental occupation influence the academic performance of secondary school students in Enugu Education Zone of Enugu State?

### **Research Hypotheses**

The following null hypotheses are formulated to guide the study and were tested at .05 level of significance.

- Ho1:** There is no significance difference in the mean scores of male and female secondary school teachers on the extent to which parental qualification influence the academic performance of secondary school students in Enugu Education Zone of Enugu State.
- Ho2:** There is no significance difference in the mean scores of male and female secondary school teachers on the extent to which parental background influence the academic performance of secondary school students in Enugu Education Zone of Enugu State.

**Ho3:** There is no significance difference in the mean scores of male and female secondary school teachers on the extent to which parental level of income influence the academic performance of secondary school students in Enugu Education Zone of Enugu State.

**Ho4:** There is no significance difference in the mean scores of male and female secondary school teachers on the extent to which parental occupation influence the academic performance of secondary school students in Enugu Education Zone of Enugu State.

## Method

The study adopted a descriptive survey research design. The population of the study was 1,353 teachers. Of these 368 were male teachers and 985 were female currently serving in the 31 government owned secondary schools in Enugu Education Zone. To ensure that a representative sample was chosen in accordance with Uzoagulu (2011), 20% of the population was drawn. Thus, giving the sample size of teachers to be 271. 263 out of 271 copies of the instrument were retrieved, signifying 97.05% return of duly filled copies of the administer instrument. A self-structured questionnaire developed by the researcher called 'Influence of socio-economic status of parents on the academic performance' (IS-ESOP-OAP) was used to collect data for the study. The instrument was validated by three (3) research experts. Cronbach Alpha reliability estimate was used to ascertain the internal consistency of the entire instrument which is .88. Data collected for this study were used to analyze the four research questions using mean, and standard deviation, the hypotheses were tested using t-test statistics, while the cut-off was determined by using real limit of numbers.

## Results

**Research Question 1:** To what extent does parental level of education (qualification) influence the academic performance of secondary school students in Enugu Education Zone of Enugu State?

**Table1: Mean ( $\bar{x}$ ) Rating with Standard Deviation of the Extent to which Parental Level of Education Influence the Academic Performance of Secondary School Students in Enugu Education Zone of Enugu State**

Female Teachers N=211		Male Teachers N=52		Overall				Decision
S/N	Items	X <sub>1</sub>	SD <sub>1</sub>	X <sub>2</sub>	SD <sub>2</sub>	X <sub>3</sub>	SD <sub>3</sub>	
1.	It provides intellectual development for their children	3.02	1.11	3.33	1.08	3.18	1.09	GE
2.	It gives their children emotional support	3.61	0.74	3.54	0.92	3.58	0.83	VGE
3.	It helps parents to be a second teacher to the Student	3.16	0.93	3.51	0.92	3.34	0.93	GE
4.	Parents who are educated provide most of the recommended textbooks and other learning aids for their children	3.36	0.88	3.64	0.79	3.50	1.67	VGE
5.	It helps the parents to guides and counsel the child on the best way to handle their academic challenges	1.74	0.88	1.09	0.29	1.42	0.59	VLE
6.	Parent with high educational qualification							

provide conducive environment for their children to study	2.92	1.09	3.23	1.08	3.08	1.09	GE
7. Parents who are educated encourage their children to study subjects which are relevant for good university courses	3.07	1.02	3.29	1.13	3.18	1.08	GE
8. Educated parents arrange for supportive teachers for the subjects which their children find difficult in the school.	3.76	0.55	3.48	0.67	3.62	0.61	GE
9. Students from parents with high educational qualification score highly in tests and assignments	3.09	1.03	3.25	0.91	3.17	0.52	GE
10. Parents who are educated guide their children in assignments given by their teachers	3.77	0.64	3.76	0.73	3.77	0.69	GE
11. Educated parents always demand for progress reports of their children to know the children's academic performance in the school	1.16	0.53	1.19	0.56	1.18	0.55	VLE
12. Educated parents always want their children to be educated.	3.29	0.84	3.29	1.07	3.29	0.96	GE
<b>Grand Mean</b>	<b>3.00</b>	<b>0.92</b>	<b>3.05</b>	<b>0.85</b>	<b>3.03</b>	<b>0.88</b>	<b>GE</b>

Data in Table 1 shows that parental level of education (qualification) influence the academic performance of secondary school students in Enugu Education Zone of Enugu State, the respondents agreed with 4 of the items (2, 4, 8 and 10) as they recorded mean scores of (3.58, 3.50, 3.62 and 3.77), 6 of the items (1, 3, 6, 7, 9 and 12) to a great extent with mean scores of (3.18, 3.34, 3.08, 3.18, 3.17 and 3.29) and the remaining two items (5 and 11) to a very little extent with mean scores of (1.42 and 1.18). The standard deviation for all the items raised is 0.88 which is small signifying that the responses are loosely clustered around the mean. Following the guideline for the interpretation of the respondents' data, the answers to research question one is that parental level of education (qualification) influence the academic performance of secondary school students in Enugu Education Zone of Enugu State to a great extent.

**Research Question 2:** To what extent does parental background influence the academic performance of secondary school students in Enugu Education Zone of Enugu State?

**Table2:Mean ( $\bar{x}$ ) Rating with Standard Deviation of the Extent to which Parental Background Influence the Academic Performance of Secondary School Students in Enugu Education Zone of Enugu State**

Female Teachers N=211		Male Teachers N=52		Overall				Decision
S/N	Items	X <sub>1</sub>	SD <sub>1</sub>	X <sub>2</sub>	SD <sub>2</sub>	X <sub>3</sub>	SD <sub>3</sub>	
13.	Good parental background makes for good academic heritage because children end up taking after their parents	3.84	0.55	3.60	0.69	3.72	0.62	VGE
14.	Parents background give the children good service of socialization in the school	3.66	0.84	3.56	0.64	3.61	0.74	VGE
15.	Good parental background influence students							

to be morally conscious in the school	3.71	0.54	3.54	0.92	3.63	0.73	VGE
16. Parents help their children to learn strategies to enhance competence by communicating the importance of education to them	3.41	0.98	3.48	0.70	3.45	1.84	GE
17. Good parental background helps the child for life after school	3.85	0.36	3.75	0.44	3.80	0.40	VGE
18. Children from parents who are professionals have the potential to perform better in their academic pursuit	1.17	0.70	1.14	0.44	1.16	0.57	VLE
19. Good parental background influences the child intellectually for a suitable life	3.27	1.08	3.14	0.93	3.21	1.01	GE
20. Active participation of parents in the child's educational activities such as monitoring of homework and other school related activities makes a child to be courageous and as such do well at school	3.18	1.10	2.73	1.23	2.96	1.17	GE
<b>Grand Mean</b>	<b>3.26</b>	<b>0.77</b>	<b>3.12</b>	<b>0.75</b>	<b>3.19</b>	<b>0.76</b>	<b>GE</b>

Data in Table 2 indicates that parental background influence the academic performance of secondary school students in Enugu Education Zone of Enugu State, the respondents agreed with 4 of the items (13, 14, 15 and 17) to a very great extent as they recorded mean scores of (3.72, 3.61, 3.63 and 3.80), 3 of the items (16, 19 and 20) to a great extent with mean scores of (3.45, 3.21 and 2.96) and the remaining one items (18) to a very little extent with mean score of (1.16). The standard deviation for all the items raised is 0.76 which is small signifying that the responses are loosely clustered around the mean. Going by the principle for the interpretation of the respondents' data, the answers to research question two is that parental background influences the academic performance of secondary school students in Enugu Education Zone of Enugu State to a great extent.

**Research Question 3:** To what extent does parental level of income influence the academic performance of secondary school students in Enugu Education Zone of Enugu State?

**Table 3: Mean ( $\bar{x}$ ) Rating with Standard Deviation of the Extent to which Parental Level of Income Influence the Academic Performance of Secondary School Students in Enugu Education Zone of Enugu State**

Female Teachers N=211		Male Teachers N=52		Overall					
S/N	Items	X <sub>1</sub>	SD <sub>1</sub>	X <sub>2</sub>	SD <sub>2</sub>	X <sub>3</sub>	SD <sub>3</sub>	Decision	
21.	Children from parents of high income earner perform better academically	3.85	0.35	2.65	1.20	3.25	0.78	GE	
22.	Parents of high-income can afford to provide the basic necessities required for their children's education	3.90	0.46	3.60	0.69	3.75	0.58	VGE	
23.	Children whose parents are on high-income status have higher career aspiration	3.56	0.86	2.71	1.16	3.14	1.01	GE	
24.	Children whose parents are on low-income status have lower career aspiration	1.54	0.75	1.40	0.77	1.4	0.76	VLE	



25. Parents of high income earner save for their children education	3.93	0.33	3.25	0.91	3.59	0.62	GE
26. Children with rich parents when met contribute positively to their academic performance.	3.86	0.47	2.77	1.22	3.32	0.85	GE
27. Parents who are on high-income status can train their children beyond secondary school level.	3.65	0.71	3.04	0.86	3.35	0.77	GE
28. Many poor students scored below average on assessment measures because of low parental level of income.	3.83	0.45	3.40	0.85	3.62	0.65	VGE
29. The parental income helps shape their children academic improvement.	3.56	0.67	3.02	1.09	3.29	0.88	GE
30. Parents of high-income cannot afford to provide the basic necessities required to enhance their children's education	3.26	1.09	2.71	1.21	2.99	1.15	GE
<b>Grand Mean</b>	<b>3.49</b>	<b>0.61</b>	<b>2.86</b>	<b>0.99</b>	<b>3.18</b>	<b>0.81</b>	<b>GE</b>

Table 3 indicates parental level of income influence the academic performance of secondary school students in Enugu Education Zone of Enugu State, the respondents agreed with 6 of the items (21, 23, 26, 27, 29 and 30) as they recorded mean scores of (3.25, 3.14, 3.32, 3.35, 3.29 and 2.99) to a great extent, 3 of the items (22, 25 and 28) to a very great extent with mean scores of (3.75, 3.59 and 3.62) and the remaining one item (24) to a very little extent with mean scores of (1.47). The standard deviation for all the items raised is 0.81 which is small signifying that the responses are loosely clustered around the mean. Following the guideline for the interpretation of the respondents data, the answers to research question three is that parental level of income influences the academic performance of secondary school students in Enugu Education Zone of Enugu State to a great extent.

**Research Question 4:** To what extent does parental occupation influence the academic performance of secondary school students in Enugu Education Zone of Enugu State?

**Table 4: Mean ( $\bar{x}$ ) Rating with Standard Deviation of the Extent to which Parental Occupation Influence the Academic Performance of Secondary School Students in Enugu Education Zone of Enugu State**

Female Teachers N=211		Male Teachers N=52		Overall					
S/N	Items	X <sub>1</sub>	SD <sub>1</sub>	X <sub>2</sub>	SD <sub>2</sub>	X <sub>3</sub>	SD <sub>3</sub>	Decision	
31.	Parents on prestigious occupation want their children to take up the same type of occupation	3.66	0.78	3.52	0.70	3.59	0.74	VGE	
32.	Some occupations do not give parents time to attend to their children's academic needs.	3.58	0.82	3.46	0.64	3.52	0.73	VGE	
33.	Parents of poor occupations find it difficult to provide learning aids for their children	3.33	0.98	3.17	0.79	3.25	0.89	GE	
34.	Parents who are in low income occupation can only enroll their children into minor apprenticeship programmes.	1.23	0.66	2.35	0.59	1.79	0.63	LE	
35.	Parents are the foremost agents in nursing their children occupational success.	3.47	0.86	2.85	1.26	3.16	1.06	GE	

36. Parents who are in high income occupation can only enroll their children into major career.	2.94	1.25	3.57	0.82	3.23	1.04	GE
37. Parents who have better occupation, make adequate provision for their children education	.3.41	0.77	3.37	0.69	3.39	1.73	GE
38. Parents who have better occupation provide adequate economic need that will enhance their children education.	3.54	0.78	2.83	1.28	3.19	1.03	VGE
39. Parents who have better occupation, make careful psychological support for their children education.	3.68	0.58	3.48	0.70	3.58	0.64	GE
40. Some occupations give parents time to attend to their children's academic needs.	3.86	0.50	2.94	1.06	3.40	0.78	GE
<b>Grand Mean</b>	<b>3.27</b>	<b>0.80</b>	<b>3.15</b>	<b>0.85</b>	<b>3.21</b>	<b>0.83</b>	<b>GE</b>

Data in Table 4 indicates that parental occupation influence the academic performance of secondary school students in Enugu Education Zone of Enugu State, the respondents agreed with 3 of the items (31, 32 and 39) as they recorded mean scores of (3.59, 3.52 and 3.58) to a very great extent, 6 of the items (33, 35, 36, 37, 38 and 39) to a great extent with mean scores of (3.25, 3.16, 3.23, 3.39, 3.19 and 3.40) and the remaining one item (34) to a very little extent with mean score of (1.79). The standard deviation for all the items raised is 0.83 which is small signifying that the responses are loosely clustered around the mean. Following the guideline for the interpretation of the respondents' data, the answers to research question four is that parental occupations influence the academic performance of secondary school students in Enugu Education Zone of Enugu State to a great extent.

### Hypothesis 1

There is no significance difference in the mean scores of male and female secondary school teachers on the extent to which parental qualification influence the academic performance of secondary school students in Enugu Education Zone of Enugu State.

**Table 5: t-test Result of the Mean Scores of Male and Female Secondary School Students' Teachers on the extent to which Parental Qualification Influence their Academic Performance of Secondary School Students in Enugu Education Zone of Enugu State.**

Gender	N	$\bar{x}$	SD	df	t-cal	t-crit	Decision
<b>Female</b>							
Teachers	211	3.00	0.92				NS
	261	1.41±1.96					Do not reject $H_0$
<b>Male</b>							
Teachers	523	0.050.85					

Significant at  $P < .05$ ,  $df = 261$ , critical t-value =  $\pm 1.96$

The t-test analysis of the data in Table 5 revealed that the t-calculated value (1.41) is less than the critical t-value of  $\pm 1.96$  at degree of freedom (df) 261 and at .05 level of confidence. This implies that the calculated t-value is less than the critical t-value. Thus, the null

hypothesis is not rejected as there is no significant difference in the mean scores of male and female secondary school teachers on the extent to which parental qualification influence the academic performance of secondary school students in Enugu Education Zone of Enugu State.

### **Hypothesis 2**

There is no significance difference in the mean scores of male and female secondary school teachers on the extent to which parental background influence the academic performance of secondary school students in Enugu Education Zone of Enugu State.

**Table 6: t-test Result of the Mean Scores of Male and Female Secondary School Students' Teachers on the extent to which Parental Qualification Influence their Academic Performance of Secondary School Students in Enugu Education Zone of Enugu State.**

Gender	N	$\bar{x}$	SD	df	t-cal	t-crit	Decision
<b>Female</b>							
<b>Teachers</b>	2113.26	0.77	NS	261	1.71 $\pm$ 1.96	Do not reject	Ho <sub>2</sub>
<b>Male</b>							
<b>Teachers</b>	523.120.75						

Significant at  $P < .05$ ,  $df = 261$ , critical t-value =  $\pm 1.96$

The t-test analysis of the data in Table 6 revealed that the t-calculated value (1.71) is less than the critical t-value of  $\pm 1.96$  at degree of freedom (df) 261 and at .05 level of confidence. This implies that the calculated t-value is less than the critical t-value. The implication, therefore, is that there is no difference in the mean scores of male and female secondary school teachers on the extent to which parental background influence the academic performance of secondary school students in Enugu Education Zone of Enugu State.

### **Hypothesis 3**

There is no significance difference in the mean scores of male and female secondary school teachers on the extent to which parental level of income influence the academic performance of secondary school students in Enugu Education Zone of Enugu State.

**Table 7: t-test Result of the Mean Scores of Male and Female Secondary School Students' Teachers on the extent to which Parental Level of Income Influence their Academic Performance of Secondary School Students in Enugu Education Zone of Enugu State.**

Gender	N	$\bar{x}$	SD	df	t-cal	t-crit	Decision
<b>Female</b>							
<b>Teachers</b>	211	3.49	0.61				NS
	261	1.40 $\pm$ 1.96					Do not reject Ho <sub>3</sub>
<b>Male</b>							
<b>Teachers</b>	522.860.99						

Significant at  $P < .05$ ,  $df = 261$ , critical t-value =  $\pm 1.96$

The result from Table 7 revealed that the t-calculated value of 1.40 is less than the critical t-value of  $\pm 1.96$  at a degree of freedom (df) and at .05 level of significance. This implies that there is a significant difference in the mean scores of male and female secondary school

teachers on the extent to which parental level of income influence the academic performance of secondary school students in Enugu Education Zone of Enugu State.

#### **Hypothesis 4**

**Ho4:** There is no significance difference in the mean scores of male and female secondary school teachers on the extent to which parental occupation influence the academic performance of secondary school students in Enugu Education Zone of Enugu State.

**Table 8: t-test Result of the Mean Scores of Male and Female Secondary School Students' Teachers on the extent to which Parental Occupation Influence their Academic Performance of Secondary School Students in Enugu Education Zone of Enugu State.**

Gender	N	$\bar{x}$	SD	df	t-cal	t-crit	Decision
<b>Female</b>							
<b>Teachers</b>	211	3.27	0.80				NS
	261	04.46 $\pm$ 1.96	Do not reject Ho <sub>4</sub>				
<b>Male</b>							
<b>Teachers</b>	523	150.85					

Significant at  $P < .05$ ,  $df = 261$ , critical t-value =  $\pm 1.96$

The result from Table 8 revealed that the t-calculated value of 0.46 is less than the critical t-value of  $\pm 1.96$  at a degree of freedom (df) and at .05 level of significance. This implies that there is a significant difference in mean scores of male and female secondary school teachers on the extent to which parental level of occupation influence the academic performance of secondary school students in Enugu Education Zone of Enugu State.

#### **Conclusion**

From the above analysis and interpretations it was concluded that, parental qualification, background, income and occupation influence the academic performance of secondary school students in Enugu Education Zone of Enugu State to a great extent. The study also shows that there is no significance difference in the mean scores of male and female secondary school teachers on the extent to which parental qualification, background, income and occupation influence the academic performance of secondary school students in Enugu Education Zone of Enugu State.

#### **Recommendations**

The researcher made the following recommendations;

- Parents with high academic qualification should be involved as resource person. The parents may help by tutoring at home or by planning various programmers. If these efficiently done, it will provide many encouraging results such as higher achievement score.
- Providing pleasant home environment which is inspiring, such as having enough good books for the child, reading books as well as study books, magazines, dictionaries, radio, and toys will have a promoting effect on the development of students academic performance.
- Parental level of income is very important variable which shows some good results and influence student's performance, therefore, it is recommended that government should

take some serious initiatives to provide jobs to people and raising the socio-economic status of people.

- Parental occupation should act as a stimulants to students academic performance.

### **Summary of the Study**

This study examined the influence of socio-economic status of parents on the academic performance of secondary school students in Enugu Education Zone of Enugu State. The study adopted a descriptive survey research design. The population of the study was 1,353 teachers. 368 were male teachers and 985 were female currently serving in the 31 government owned secondary schools in Enugu Education Zone. To ensure that a representative sample was chosen in accordance with Uzoagulu (2011), 20% of the population was drawn. Thus, giving the sample size of teachers to be 271. 263 out of 271 copies of the instrument were retrieved, signifying 97.05% return of duly filled copies of the administer instrument.

A self-structured questionnaire developed by the researcher named 'Influence of socio-economic status of parents on the academic performance' (IS-ESOP-OAP) was used to collect data for the study. The instrument was face validated by three (3) research experts. Cronbach Alpha reliability estimate was used to ascertain the internal consistency of the entire instrument which is .88. Data was collected for this study through the help of three research assistants and were used to analyze the four research questions using mean, standard deviation, the hypotheses were tested using t-test statistics. The result obtained from the analysis showed that Parental qualification, background, income and occupation influence the academic performance of secondary school students in Enugu Education Zone of Enugu State to a great extent. The study revealed also that there is no significance difference in the mean scores of male and female secondary school teachers on the extent to which parental qualification, background, income and occupation influence the academic performance of secondary school students in Enugu Education Zone of Enugu State.

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