



Relationship Between Parents' Socio-Economic Status and Students with Disabilities's Academic Performance in Junior Secondary Schools in Owerri Education Zone 1 of Imo State of Nigeria

KEYWORDS

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ABSTRACT *The study was aimed at establishing the relationship between parents' socio-economic status and students with disabilities' academic performance in Junior Secondary School. The target population was the entire 65 public Junior Secondary Schools in Owerri Education Zone I with an aggregate of twenty-one thousand five hundred and thirty-eight (21,538) students. The sample was made up of one thousand one hundred (1,100) Junior Secondary class two (JSS2) students from fifteen (15) Junior Secondary Schools in Owerri Education Zone I. Correlation research design was used for the study. The parents' socio-economic parameters used for assessment were parents' income, educational attainment/level, area of residence and family structure. Data were collected from the students' academic records and the parents' socio-economic status relationship with Students' Academic Performance (PSERWAP) questionnaire. The instrument was validated by three experts; two from Guidance and Counselling and Special Education and one from Measurement and Evaluation department of faculty of Education University of Nigeria, Nsukka. The reliability coefficient of 0.89 for the instrument was established using Cornbach alpha. Data collected were analyzed using Pearson Moment correlation coefficient. It was found that parents' income, area of residence and family structure positively correlate with children with disabilities's academic performance. The relationship is also significant at $P < 0.05$. However, the study found that there is a non-significant positive relationship between parents' educational level and their children's academic performance at $P < 0.05$. Based on the findings of the study, some recommendations that could improve the academic performance of students with disabilities were made.*

Introduction

A person's education is closely linked to life chances, income and well being. Therefore, it is important to have a clear understanding of some factors that affect ones educational pursuit. Education is seen as a powerful instrument for change and it is also seen as a transforming mechanism that can catapult one to self-actualization that is followed by better condition of living (Barry, 2006).

The home, which is the learners' first point of contact in life, plays its own part. The home environment characterized by parents' socio-economic, siblings, parenting style, cultural influences, etc is a social agent of education. The factors in the home environment or family background build up to what is known as the parent's socio-economic status. By definition, parent's socio-economic status (SES) refers to the combination of external social and economic conditions of parents that influence the operation and performance of family members. The SES of parents is usually determined on the basis of income, occupation, educational level residential area and family structure (Otukwu 1995). Based on these factors in many communities, the ranking of the society into low SES, middle SES and high SES is generally acceptable.

Following the above classification, the rate and manner of comprehension and perception of issues generally now differ among the social class, this affect the parenting style and the general well being of the family. Agah (1990) pointed out that low SES parents tend to be more authoritarian in their overall parenting style, with more controlling and restrictive patterns. Ramey and Ramey in Ngwu (2006) described the challenges faced by low SES parents as formidable in his presentation of their inability in the provision of basic necessities like housing, food, clothing and health care. Here, both parents and adolescent are involved in generating fund to keep the family going. The low SES family is characterized by high rate of school dropout to engage in subsistence farming and become housemaids or engage in other menial jobs to support their academic pursuit (Aka, 2010).

In the middle SES family, the parents are able to provide the

basic needs of the family which are good accommodation, feeding, clothing, medical care and basic home facilities such as television and video set, radio, electric iron, blender, refrigerator/freezer, etc. Their top priority is education and health care of the family members. The parenting style here is a combination of permissive and authoritarian style. The child is given little chance to make contribution to certain family issues. The parents show considerable interest in the educational issues of their children (Hassan, 2009).

For the families of high SES, according to Jerrim (2009), the parents have more success in preparing their children for school because they typically have access to a wide range of resources to promote and support young children's development. They are able to provide their young children with high quality childcare, books, toys, good study room, and good water and of course adequate diet. The standard of living here is above the middle SES. The parenting style prevalent here is the democratic style where the child's views are sort and given due consideration (Agah, 1990). Kiura (1999), in support wrote that the parents are reached for consultations, exchange of views and necessary guidance.

These variations in the children's social background bring about the deficiencies in the social and cultural background of individuals which may be responsible for their differences in their academic performance. The family into which a child is born confers on him a social status in the society akin of that of his parents (Otukwu 1995). This shows that at birth the child begins his social life by acquiring the social status which his family has, he will probably retain this status until he achieves his own status in adulthood through educational, occupational and income attainment. Apart from conferral of social status in the society, the child's immediate family that is characterized by his parents' educational attainment, their income, family structure and area of residence exerts considerable influence on his life chances; the type and level of education he receives, his career prospects and other social privileges and opportunities.

Some parents have basic education, some secondary and

others higher education. The level of education of parents have great impact on the child's life chances, just as the parents income which could be low, middle or high determines the child's level of exposure to certain experiences which could be positive to the students' academic performance. The family structure as an aspect of the parents' socio economic status has its own impact on the child's performance at school; whereby the family is not stable or is a broken family, a lot of vices that may not promote academic exercises could result. Lastly, the parents' neighbourhood (area of residence) can either be motivating or lack motivation which negatively affects performance at school.

Educational psychologists hold that in education of the child, the home and the school play complementary roles. In the view of Uwaifor (2008), citing Ajila and Olutola (2007), the state of the home affects the individual since the parents are the first socializing agent in an individual's life. Although, the school is responsible for the experiences that make up the individuals life during the school periods, yet parents and the individual's experiences at home play tremendous roles in building the personality of the child and making the child what he is (Uwaifor, 2008).

There has been growing concern and interest among special educators, counsellors, psychologists, and school administrators in the country over low level of educational standard, particularly the poor performance of junior secondary school students in both internal and external examinations. There are differing opinions on the causes of poor performances in schools generally, Uwaifor (2008), identified and categorized problems responsible for students poor performance to problems of teachers, problems of inadequate facilities in the schools, problem traceable to students, problems caused by parents and the society at large and problems of government policies and low funding of the education section. It is against this general background that this study is conceived to establish the extent of relationship between parents socio-economic status and academic performance of students in junior secondary school in Owerri Education zone one.

The academic performance of junior secondary students in Junior Secondary School Certificate Examination (JSSCE) could be traced to their background characterized by the status of the immediate family particularly the parents' socio-economic status as seen in parents level of education, parents income, family structure and area of residence, all these accounts for differential access of students to educational facilities, differences in motivation, values and attitudes.

The students academic performance lined to parents socio-economic status sometimes determines the students punctuality and regularity to school, participation in class discussions and assignments, parents' involvement and interests in the children's school work, students efforts and study habit. The problem of this study lies in the ability or inability of parents to provide financial and psychological support necessary for students' actualization of their potential and how these could possibly make a difference in students with disabilities' academic performance.

The general purpose of this study is to establish the extent of relationship between parents' socio-economic status and students' academic performance.

Specifically the study sought to determine:

1. Whether the income of parents has any relationship with the children's academic performance.
2. Whether the parent's education level has relationship with the student's academic performance.
3. The relationship between parent's area of residence and student's academic performance.
4. The relationship between family structure and student's

academic performance

Significantly, this study is significant to both regular and special educators as it opens their eyes to the differences in the family backgrounds of their students and the limitation of teachers' expectation. A teacher who is armed with the knowledge of the differences in student's socio-economic backgrounds, structures his teaching methods and use of instructional materials to cater for all the existing social class differences. The teacher also learns to exercise patience with slow learners, as the student's level of exposure to experiences are not the same.

Research Questions

The following research questions were posed to guide the study;

1. What is the relationship between parent's income and their children's academic performance?
2. How is parent's educational level related to children's academic performance?
3. What is the relationship between parent's area of residence and their children's academic performance?
4. What relationship exists between the family structure (single parent or both parents) and the children's performance in school activities?

Hypotheses

The following null hypotheses were formulated to guide the study. They were tested at 0.05 level of significance;

- HO1: There is no significant relationship between parents' income and students' academic performance.
 HO2: There is no significant relationship between parent's educational level and student's academic performance.
 HO3: There is no significant relationship between parent's area of residence and student's academic performance.
 HO4: There is no significant relationship between family structure and student's academic performance.

Method

A co-relation survey design was used in the study. According to Gall, Borg and Gall (1999), Correlation studies include those research projects that are investigative and seek to discover the direction and magnitude of the relationship among variables by using co-relational statistics.

The study was carried out in junior secondary schools in Owerri education zone 1 that comprises of five local government areas namely:

- Owerri Municipal bearing 7 junior public secondary schools
- Owerri North with 14 junior public secondary schools
- Owerri West with 12 junior public secondary schools.
- Ikeduru with 14 junior public secondary schools and
- Mbitolu with 18 junior public secondary schools.

Bringing it to a total of 65 junior public secondary schools, all in Imo State in the South Eastern part of Nigeria.

The target population is the entire 65 public junior secondary schools in Owerri education zone 1 with an aggregate of 21,538 students according to 2012/2013 projection of junior secondary enrollment in Owerri education zone 1, made available to the researchers from Zonal Secondary Education Management Board (ZSEMB) Owerri.

The JSS2 students in each school were involved in the study. These students are more of day students (that is, students who attend school from their homes) the researchers' choice of these students is because they have not overcome the influence of their home environments. Secondly, the JSS 2 students have had records of their cumulative mean score in their dossier having spend one year in junior secondary

school. This Cumulative Mean Score (CMS) represents their academic performance in school, which is now the yardstick for this study.

The sample size for this study consists of 1100 JSS2 students which represent about 5% of the entire population.

Stratified sampling technique was used. By the use of this technique, the students were grouped according to their location or place of residence at their various L.G.As like those living in high density locations and those living in low density locations. A minimum of 2 schools and maximum of 3 schools from each LGA were involved in the sample following the sample size expected from each LGA.

Two instruments were used; the first one is the student's academic record sheet bearing the individual students' Cumulative Mean Score (CMS) of the student's last class which is JSS1; and the second one is a self designed structured questionnaire titled Parents Socio-Economic Status Relationship with Students Academic Performance (PSESRSAP). The self structured questionnaire has 2 sections: A and B. Section A seeks to provide information about respondents personal data while section B is concerned in brining out information on what actually is the practice of the students in relation to their parents status regarding their academics. This section B is arranged in clusters A, B, C and D. The items on each cluster have response options as NEVER, ALWAYS and SOMETIMES.

The instrument was face validated by presenting it to three experts who vetted it through their corrections and necessary inputs. Some of the corrections made were in the area of clarity of the questions, proper wording of the items, appropriateness and adequacy of the items to the student's level of understanding and experience. Two of the research experts were from Guidance and counselling Department while the third was from Measurement and Evaluation, all of the Faculty of Education UNN. The Suggestions made by the experts were used in modification of the instrument.

To ensure reliability and internal consistency of the instrument for the study, thirty (30) copies of the instrument were trial tested outside the are of the study that is Owerri Education Zone 2, precisely at three (3) Junior Secondary Schools in Aboh-Mbaise L.G.A. This area where the trial testing was done has similar characteristics with the target population in Owerri Education Zone 1.

The 30 respondents were visited once, and their responses collated and analyzed using Cronbach alpha technique for test of reliability. The following reliability co-efficient; 0.78, 0.84, 0.87 and 0.78 were obtained for clusters A, B, C and D; respectively.

The data to be collected were analyzed using the Pearson Product correlation co-efficient. The data for this study were collected from two sources; firstly from the students' academic performance record represented by the students' CMS from individual students dossier (i.e students' academic performance). Secondly, from the researcher's self developed questionnaire that is targeted at eliciting information based on some socio-economic status variables to determine where each respondent could be grouped on the SES strata. The data from the two sources were correlated and analyzed in order to determine the relatedness of the independent variables (parent's income, parent's educational level, area of residence and family structure) and the dependent variable (students academic performance) represented by CMS which is the average score of the student's first year result. The CMS were categorized into three grades as below:

Cumulative Mean Score/ Academic Performance Key

%	Remark
60 and above	Excellent
40-59	Average
01-39	Poor

RESULTS

Research Question 1

What is the relationship between parents' income and their children's academic performance?

The results in Table 1 shows that the co-relation between parents' income and their children's academic performance is +0.98. It also shows a coefficient of determination of 98%. Thus, the association between parents' income and their children's academic performance is strong and positive.

Research Questions 2

How is parents' educational level related to children's academic performance?

From the result in Table 2, it is evident that the correlation between parents' educational level and their children's academic performance is +0.95. The coefficient of determination is 90%. As such there is a strong and positive relationship between parents' educational level and their children's academic performance.

Research Question 3

What is the relationship between parents' area of residence and their children's academic performance?

Table 3 shows that the result of the correlation between parents' area of residence and their children's academic performance is +0.99. It has a coefficient of determination of 99%. Therefore, a strong and positive association exists between parents' area of residence and their children's academic performance.

Research Question 4

What relation ship exists between the family structure (single parent or both parent) and the children's academic performance?

Table 4 reveals that the correlation between family structure and children's academic performance is +0.99. The coefficient of determination is 98%. Hence the relationship between family structure and academic relationship of students is strong and positive.

Hypothesis 1

There is no significant relationship between parents' income and students' academic performance.

Table 5 shows the Pearson correlation results for hypotheses 1. The table shows that the calculated value of (7.02) is greater than the critical value of t (6.31) at alpha level of 0.05. Thus, the null hypothesis is rejected. Therefore there is a significant relationship between parents' income and students' academic performance.

Hypothesis 2

From table 6, the Pearson correlation results for hypothesis 2 reveals that the calculated t-value (3.06) is less than the critical (6.31) at alpha level of 0.05. As such, the null hypothesis is accepted. Hence, there is no significant relationship between parent's educational level and students' academic performance.

Hypothesis 3

There is no significant relationship between area of residence and students' academic performance.

The Pearson correlation results on table 7 show that the calculated t-value (7.02) is more than the t-critical (6.31) at alpha level of 0.05. Therefore, the hypothesis 3 is rejected. Thus, there exists a statistically significant relationship between parents' area of residence and students' academic performance.

Hypothesis 4

There is no significant relationship between family structure and students' academic performance.

Table 8 shows results of the Pearson correlation for hypothesis 4. The table reveals that the calculated value of (7.02) is greater than the critical value of t(6.31) at alpha level of 0.05. Thus, the null hypothesis is not upheld. Hence, there is a significant relationship between family structure and students' academic performance.

Discussion of Results

The discussion is organized under the following sub-headings:

1. Relationship between parents' income and their children's academic performance.
2. Relationship between parents' educational level and their children's academic performance.
3. Relationship between parents' area of residence and their children's academic performance.
4. Relationship between the family structure (single parent or both parent) and their children's academic performance.

Relationship Between Parents' Income and their Children's Academic Performance

The results show that the relationship between parents' income and their children's academic performance is strong and positive. The positive correlation between parents' income and their children's academic performance suggests that as the parents' income increases, their children's academic performance also improves and vice versa. The strength of the correlation is high (0.99). As such, there is a very close relationship between parents' income and their children's academic performance. Also, the result of the test of hypothesis on the relationship between parents' income and their children's academic performance at an alpha level of 0.05 shows that the relationship is statistically significant. The findings are consistent with the outcome of a study of Memon, Muhammed, and Khurran, (2010) which holds that there is a significant association between parents' income and students' achievement. However, the result of this study varies with the findings of Davis-Kean, (2005) which holds that there is no significant relationship between parents' income and their children's academic performance.

Relationship between Parents' Educational Level and their Children's Academic Performance

The results reveal that there is a strong and positive correlation between parents' educational level and their children's academic performance. The strength of the correlation is high (0.05). Thus, there is a very close relationship between parents' educational level and children's academic performance. Again, the positive co-relation between parents' education and their children's academic performance signifies that the higher the parents' educational level, the better their children's academic performance. However, the result of the test of hypothesis on the relationship between parents' educational level and their children's academic performance at an alpha level of 0.05 is not significant. This findings agrees with the views of Ogunshola, and Adewale (2012). They observed that the parents' educational level has no significant influence on their children's academic performance. The findings of Hassan (2009) show that the relationship is moderate and positive. The findings of this study, however, differ with the views of Okeke (2005) which holds that children's academic performance does not differ based on their parents' educational level.

demographic performance does not differ based on their parents' educational level.

Relationship between Parents' Area of Residence and their Children's Academic Performance

The findings show that a strong and positive association exists between parents' area of residence and their children's academic performance. The positive correlation between parents' area of residence and their children's academic performance implies that the children's academic performance is largely dependent on their parents' area of residence. Also, the result of the test of hypothesis on the relationship between parents' area of residence and their children's academic performance at an alpha level of 0.05 indicates a significant relationship. This is consistent with the findings of Memon, Muhammad, and Khurran (2010) that there is a significant relationship between parents' area of residence and their children's academic performance.

Relationship between family structure (single parent or both parent) and their children's academic performance

The results show that the relationship between family structure and their children's academic performance is strong and positive. The correlation has a high strength of 0.99. Therefore, there is a very close relationship between family structure and students' academic performance. Again, there is a positive correlation between family structure and students' academic performance. This signifies that children's academic performance is greatly dependent on their family structure. The test of hypothesis on the relationship between family structures and students' academic performance reveals a statistically significant relationship. The findings are consistent with the views of Nzewunwa (1995), Uwaifor (2008) and Eneji; Eneji Obogo and Dunnamah (2013). However, the findings differ with the outcome of the study by Okeke (2005) which holds that students' academic performance is independent of their family structure.

Conclusion

From the results obtained on the relationship between parents' socio-economic status and students' academic performance in Junior Secondary Schools in Owerri Education Zone one of Imo State, the following conclusions were made.

1. There is a strong, positive and significant relationship between the parents' income and their children's academic performance.
2. There is no significant positive and strong relationship between parents' educational level and their children's academic performance.
3. The relationship between parents' area of residence and their children's academic performance is strong, positive and significant.
4. There is a significant, positive and strong association between family structure and students' academic performance.

Recommendations

Based on the findings of the study, the following recommendations were made

1. The management of secondary schools should ensure that every school has functional guidance and counselling services to counsel students with coping and adaptability problems from home to school.
2. Principals of secondary schools should use the Parents Teachers Association (PTA) forum to discuss the progress of their children in school. The principals with the help of their teachers should use the opportunity to educate and enlighten parents to get more interested in their children's study habits, urge them to pay close attention to the academic needs of their children.
3. There should be public awareness campaign to parents to endeavour to keep improving themselves academically through adult education program so that their children's academic performance does not differ based on their parents' educational level.

dren can benefit from their exposure. If parents are well exposed they will be aware that Education is the weapon that breaks the bond of ignorance and poverty, when parents and guardians have this understanding, then they will be in a better position to encourage their children and do all within their powers to ensure their children perform well despite all odds.

Appendix

Table 1: Correlation of parents' income and their Children's academic performance

Students' Performance	Parents' Income		r	Coefficient of Determination	Decision
	High	Low			
60% and above	232	191			Strong and Positive
40%-59%	245	202			
05%-39%	119	111	+0.98	0.98	

Table 2: Co- relation of parents' educational level and their children's academic performance

Students' Performance	Parents' Educational Level		R	Coefficient of Determination	Decision
	Educated	Uneducated			
60% and above	239	184			Strong and Positive
40%-59%	271	176			
05%-39%	103	127	+0.98	0.90	

Table 3: Co-relation between parents' area of residence and their children's academic performance

Students' Performance	Parents' Area of Residence		R	Coefficient of Determination	Decision
	Urban	Rural			
60% and above	180	243			Strong and Positive
40%-59%	196	251			
05%-39%	98	132	+0.99	0.98	

Table 4: Co-relation between family structure and children's academic performance

Students' Performance	Family Structure		R	Coefficient of Determination	Decision
	Intact Homes	Single or separated			
60% and above	321	102			Strong and Positive
40%-59%	346	101			
05%-39%	179	51	+0.99	0.98	

Table 5: Summary of Pearson correlation on the significance of the relationship between parent's income and students' academic performance

Number of pairs of data	R	Df	t-cal	t-critical	Result
3	+0.99	1	7.02	6.31	S

P<0.05

Table 6: Summary of Pearson correlation on the significance of parents' educational level and students' academic performance.

Number of pairs of data	R	Df	t-cal	t-critical	Result
3	+0.95	1	3.06	6.31	NS

P<0.05

Table 7: Summary of Pearson correlation on the significance of the relationship between parents' area of residence and students' academic performance

Number of pairs of data	R	Df	t-cal	t-critical	Result
3	+0.99	1	7.02	6.31	S

P<0.05

Table 8: Summary Pearson correlation on the significance between family structure and students' academic performance

Number of pairs of data	R	Df	t-cal	t-critical	Result
3	+0.99	1	7.02	6.31	S

P<0.05

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