International Journal of Innovative Psychology & Social Development 11 (4):10-17, Oct.-Dec., 2023

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Influence Of Family Socio-Economic Status On Students' Academic Performance in Colleges Of Education

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ABSTRACT
This study aimed to determine the influence of family socioeconomic status on the students' academic performance in Gombe State College of Education and Legal Studies, Nafada. It was guided by specific objectives and four null hypotheses. It adapted expost facto research design to enable it weigh the family socio-economic background and student academic performance in EDU 211, the population of the study is 681 NCE III students in Gombe state, college of education and legal studies, Nafada. The sample for this study is 252 students from four schools in the college. The sample was determined using G*Power 3.1, G*Power is a tool to compute statistical power analyses for many different t tests, F tests, χ^2 tests, z tests and some exact tests. The Instruments for data collection in this study were a researcher made questionnaire and Students Score Sheet for EDU 211 2022/2023 session. The researcher engaged five assistant(s), who assisted the researchers to cover the study area easily. Pearson Product Correlation Coefficient (PPMC) was used in the test of hypotheses. If the p-value is equal to or less than 0.05 level of significance rejects Ho, otherwise accept Ho. It was found that, family level of education does not influences students' performance in Gombe State College of Education and Legal Studies, Nafada. Thus recommended that, colleges, parents and students should collaborate to explore more factors that affects students' performance other than family level of education in Gombe State College of Education and Legal Studies, Nafada.
Keywords: Academic performance, Family socioeconomic status, students

INTRODUCTION

Education is a social institution that provides individuals with essential knowledge such as basic facts, employable skills, cultural norms, and values. It incorporates a cheerful approach to human behavior through the teaching and learning process. Education is widely accepted as a tool for social, political, scientific, and technological progress. This is why no society can afford to gamble with its people's education because it could result in a glacial rate of development (Aliyu, 2016). Education has remained strong, which is why there has been an increase in the pursuit of quality education in the nation's schools. The ability of any nation to grow may be hampered if adequate investment is not made in improving the education sector. The education sector has been designated "one of the most important sectors in the world." One of the reasons education is structured according to stages of human development across global communities is that human needs vary at different levels of learning, necessitating a new set of skills to adopt the new level of education. In Nigeria, as in many countries, education is divided into basic (primary), secondary, and tertiary levels.

Any educational institution's goal and objective cannot be met unless certain mechanisms to ensure learner success are in place, which is why all stakeholders involved in educational activities are constantly questioned about learners' performance and achievement. According to Olufemi, Adediran, and Oyediran (2018), student performance is critical in producing high-quality graduates who will serve as great leaders and manpower for the country, ultimately responsible for the country's economic and social development. It is one of the most important factors considered by employers when hiring employees, particularly recent graduates. Students' academic performance, as defined by

Chadi (2017), is the process by which students' educational activities are assessed through examination within the context of a curriculum. Many factors influence a student's academic performance. Family socioeconomic background is a significant factor that is thought to be a strong predictor of students' academic performance in school.

The socioeconomic status of the parents influences their attitude toward their children. In recent years, the concept of education has begun to be equated with learning, regardless of where, when, or how frequently it occurs. Family involvement in education has been identified as a positive factor in the learning of girls. Measures or indices of parental involvement include parental education level, income intimacy, and occupation. The level of education of the parents may be related to their commitment to the education of their children. The level of education of parents will influence their perceptions of whether they have the necessary skills and knowledge to participate in various aspects of parental involvement (Lowe & Dotterer, 2018). Parents who have not completed secondary school may be hesitant to assist their children with homework at the secondary school level or higher; similarly, parents who do not have a university degree may feel in some ways inferior to teachers who they know are better qualified than them and thus be hesitant to work closely with the teachers. On average, children of higher-educated parents outperform their peers in student achievement assessments.

Family circumstances can be significant impediments to parental involvement. Because of their responsibilities, single parents and those with young or large families, for example, may find it difficult to become involved in their children's education. Parents' occupations can also be a factor; if both parents are unemployed, money may be lost. Parents' occupations can also play a role; if parents are unemployed, money may be an issue because they may not be able to afford a car or pay babysitters to get to school meetings. For parents who have jobs, whether both parents work and what kind of jobs they have. When both parents work, there is less time for both home-based and school-based parental involvement. Similarly, while some jobs provide little flexibility for taking time off for school-based parental involvement, others may leave parents exhausted at the end of the day to assist children with homework (Ogunleye & Faseke, 2018).

Furthermore, low-income parents fail to provide basic school needs for their children, resulting in student demotivation, whereas those from wealthy homes or well-to-do families are not always academically sound due to over petting from their home or family and appear to lack self motivation. In terms of what motivates people to be self-motivated, there is currently a divide between the rich and the poor. Another factor to consider when it comes to students' self-motivation is family size. When a family is large, there is competition and envy of success and achievement, which serves as a drive for self-motivation among students. Parental involvement boosts students' self-motivation. Parents' occupation stimulates students' desire to succeed and results in improved performance. Students who are unhappy with their parents' occupation may work hard to pursue other interests, whereas those who enjoy their parents' occupation will work tirelessly to align themselves with it.

At this point, it is possible to conclude that the socioeconomic status of parents (high or low) is a strong factor that may influence students' academic performance. On this basis, the researcher feels compelled to examine the influence of family socioeconomic status on the students' academic performance in Gombe State College of Education and Legal Studies, Nafada.

Statement of the problem

In recent years, there has been an assumption that the standard of education in Nigeria has declined, resulting in poor student performance. As a result, there has been much debate about who is to blame: teachers, the government, students, peer groups all contribute to a student's academic performance, but the home in which the student is born, nurtured, and spends the majority of his time is to blame more because the home is the major contributor to a student's academic performance in school. The rising poor performance, drop out rate, truancy, and other vises among students that have a negative impact on school performance may be linked to parental neglect and lack of participation in their children's schooling activities. Many parents no longer accompany their children to school, and some find it difficult to discuss school activities with their children, this maybe born by the socio-economical related issues parents' battle with.

Though, most experts argue that low socio-economic status has a negative impact on students' academic performance because basic needs are not met, students do not perform better academically as a result (Bakar, Mamat & Ibrahim, 2017). Scholars, on the other hand, maintain that students or

children from wealthy or well-to-do families are not always academically sound due to excessive petting from their home or family. Parents face a variety of socioeconomic issues that prevent them from attending to their children's educational needs; some are hampered by their level of education, income, family size, and occupation. Those with a low level of education are uneasy about getting involved in educational matters because they do not want to embarrass their children, and as a result, their children have little or no self motivation to propel their academic prowess.

Furthermore, those parents who struggle with a low level of income fail to provide their children with basic school needs, resulting in student demotivation, whereas those from wealthy homes or well-to-do families are not always academically sound due to over petting from their home or family and appear to lack self motivation. At this point, there is a divide between the rich and the poor in terms of what motivates people to be self-motivated. When it comes to students' performance, family size is another factor to consider. When the size of a family is relatively large, there is competition and envy of success and achievement, which serves as a drive for performance among the students. Parental occupation also increases performance in students. The occupation of parents stimulates the students' desire to succeed and brings about improved performance. Students who are dissatisfied with their parents' occupation may wish to work hard to pursue other interests, whereas those who enjoy their parents' occupation will work tirelessly to align themselves with it.

At this point it can be deduce that socioeconomic status of parents (high or low) is an issues that may influence students' academic performance. It is on this premise the researcher feel motivated to make a move to examine the influence of family socioeconomic status on the students' academic performance in Gombe State college of education and Legal Studies, Nafada with a view to empirically bridging the gap.

Purpose of the study

The main purpose of the study is to determine the influence of family socioeconomic status on the students' academic performance in Gombe State college of education and Legal Studies, Nafada. Specifically, the study aim to:

1. Determine the extent to which family level of education influences students' performance in Gombe State college of education and Legal Studies, Nafada.
2. Determine the extent to which family income influences students' performance in Gombe State College of education and Legal Studies, Nafada.
3. Determine the extent to which family size influences students' performance in Gombe State College of education and Legal Studies, Nafada.
4. Determine the extent to which family intimacy influences students' performance in Gombe State College of education and Legal Studies, Nafada.

Research Hypotheses

The following hypotheses were formulated to guide the conduct of the study and tested at 0.05 level of significance;

1. family level of education does not influences students' performance in Gombe State college of education and Legal Studies, Nafada.
2. family income does not influences students' performance in Gombe State college of education and Legal Studies, Nafada.
3. family size does not influences students' performance in Gombe State college of education and Legal Studies, Nafada.
4. family intimacy does not influences students' performance in Gombe State college of education and Legal Studies, Nafada.

Scope of the Study

This study examined NCE III students in Gombe State College of education and Legal Studies, Nafada. The variables considered in this study are; family level of education, family income, family size and family intimacy.

Theoretical Framework

The study will be guided by parental Attachment Theory (PAT) was developed by Bowlby (1980) The theory explains the child forms a strong emotional bond with another person (caregiver) during childhood with lifelong consequences. According to the theorist, sensitive and emotionally available parenting helps the child to form a secure attachment style which foster a child's socio- emotional

development and wellbeing. Less sensitive and emotionally available parenting or neglect of the child's needs may result in insecure forms of attachment style, which is a risk factor for many mental health problems.

The theory is relevant to the present study in area of the fact that the proponent provides clues in emotional development of children. He also made reasonable suggestions for parents and guardians. Parents can now see the necessity of forming secure attachment bond with their children. Such bonds will enable the children to end up with secure attachment and secure state of mind later in life. Parents will earn to understand the biological and psychological needs of the children, and to avoid unrealistic expectations of the child behavior. In this way, parents may seek to avoid frustration that occurs when they expect things beyond the child's capabilities.

METHODOLOGY

This study's research design is an expost facto research design, the population of the study is 681 NCE III students in Gombe state, college of education and legal studies, Nafada. The sample for this study is 252 students from four schools in the college. The sample was determined using G*Power 3.1, G*Power is a tool to compute statistical power analyses for many different t tests, F tests, χ^2 tests, z tests and some exact tests. The Instruments for data collection in this study were a researcher made questionnaire and Students Score Sheet for EDU 211 2022/2023 session. The questionnaire tagged "Students' Socioeconomic Status Questionnaire [SSSQ]" It is a four point Likert type scale. It was subjected to both content and face validity to three experts from; Faculty of Education of the Gombe State University, School of Education Federal College of Education (Technical) Gombe and Faculty of Education, Federal University Kashere [FUK]. The corrections, suggestions and observations of the validates were considered in producing a final copy of the instrument. The SSSQ was subjected to a pilot study in colleges of Education Billiri and College of education Gashua in Gombe and Yobe State, it secured 0.81 reliability coefficient using Cronbach Alpha. The SAPF was used to collect data on family socio-economic background, while Students Score Sheet for EDU 211 was used to collect data on student's performances. The researcher engaged five assistant(s), who assisted the researchers to cover the study area easily. The researcher coordinated the conduct of the data collection; the instrument was retrieved from the respondents based on the deadline agreed upon by the respondents. Pearson Product Correlation Coefficient (PPMC) was used in the test of hypotheses. If the p-value is equal to or less than 0.05 level of significance rejects Ho, otherwise accept Ho.

Test of Hypotheses

Ho_1family level of education does not influences students' performance in Gombe State college of education and Legal Studies, Nafada.

Table 1: Pearson correlation table on the influence of family level of education on students' performance in Gombe State College of Education and Legal Studies, Nafada.

		Students' Performance in EDU 211	**Family level of education**
Family level of education	Pearson Correlation	1	.020
	Sig. (2-tailed)		.733
	N	289	289
Students' Performance in EDU 211	Pearson Correlation	.020	1
	Sig. (2-tailed)	.733	
	N	289	321

Table 1 presented the results of a Pearson correlation on the influence of family level of education on students' performance in Gombe State College of Education and Legal Studies, Nafada. The results showed that the p-value (.733) was greater than 0.05 level of significance hence, Ho was retained, This indicated that, family level of education does not influences students' performance in Gombe State college of education and Legal Studies, Nafada.

Ho2: Family income does not influences students' performance in Gombe State College of Education and Legal Studies, Nafada.

Table 2: Pearson correlation table on the influence of family income on students' performance in Gombe State College of Education and Legal Studies, Nafada.

		Students' Performance in EDU 211	**Family Income**
Family Income	Pearson Correlation	.036	1
	Sig. (2-tailed)	.540	
	N	289	289
Students' Performance in EDU 211	Pearson Correlation	1	.036
	Sig. (2-tailed)		.540
	N	321	289

Table 2 presented the results of a Pearson correlation on the influence of family income on students' performance in Gombe State College of Education and Legal Studies, Nafada. The results showed that the p-value (.540) was greater than 0.05 level of significance. Hence, Ho was retained, this indicated that, family income does not influences students' performance in Gombe State College of Education and Legal Studies, Nafada

Ho3family size does not influences students' performance in Gombe State College of Education and Legal Studies, Nafada.

Table 3: Pearson correlation table on the influence of family size on students' performance in Gombe State College of Education and Legal Studies, Nafada.

		Students' Performance in EDU 211	**Family Size**
Family Size	Pearson Correlation	.043	1
	Sig. (2-tailed)	.564	
	N	289	289
Students' Performance in EDU 211	Pearson Correlation	1	.043
	Sig. (2-tailed)		.564
	N	321	289

Table 3 presented the results of a Pearson correlation on the influence of family size on students' performance in Gombe State College of Education and Legal Studies, Nafada. The results showed that the p-value (.564) was greater than 0.05 level of significance. Hence Ho was retained, this indicated that, influence of family size on students' performance in Gombe State College of education and Legal Studies, Nafada

Ho4: Family intimacy does not influences students' performance in Gombe State College of Education and Legal Studies, Nafada.

Table 4: Pearson correlation table on the influence of family intimacy on students' performance in Gombe State College of Education and Legal Studies, Nafada.

		Students' Performance in EDU 211	**Family Intimacy**
Family Intimacy	Pearson Correlation	.316	1
	Sig. (2-tailed)	.421	
	N	289	289
Students' Performance in EDU 211	Pearson Correlation	1	.316
	Sig. (2-tailed)		.421
	N	321	289

Table 4 presented the results of a Pearson correlation on the influence of family intimacy on students' performance in Gombe State College of Education and Legal Studies, Nafada. The results showed that the p-value (.421) was greater than 0.05 level of significance. Hence Ho was retained, this indicated that, influence of family intimacy on students' performance in Gombe State College of Education and Legal Studies, Nafada

Findings of the Study

1. Family level of education does not influences students' performance in Gombe State College of Education and Legal Studies, Nafada.
2. Family income does not influences students' performance in Gombe State college of education and Legal Studies, Nafada
3. influence of family size on students' performance in Gombe State college of education and Legal Studies, Nafada
4. influence of family intimacy on students' performance in Gombe State college of education and Legal Studies, Nafada

DISCUSSION OF FINDINGS

Based on the findings of the study, the results were discussed below;

The finding on the influence of family level of education on students' performance, revealed that family level of education does not influences students' performance in Gombe State college of education and Legal Studies, Nafada. This agreed with Muoki1 el tal (2021) revealed that the lower the parents' socio-economic status the lower the students' average grade and number of points in performance. However, disagreed with Winrose, (2022) that parental income, parental education, and parental occupation were important antecedents of students‟ academic performance. Udayakumar, el tal (2022) revealed that income of the family has negatively impacted the students' academic performance. Mnada, el tal (2021) also revealed that, parents' level of education, parents' occupation, and presence of studying relatives at home influences students performances.Amoo, el tal (2018) revealed that parental socio-economic status, educational level and family size may have a significant relationship with the academic performance of students.

The finding on the influence of family income on students' performance, revealed that family income does not influences students' performance in Gombe State College of Education and Legal Studies, Nafada. This agreed with Muoki1 et al. (2021) revealed that the lower the parents' socio-economic status the lower the students' average grade and number of points in performance. However, disagreed with Mante and Nyayi (2021) and Islam and Chakrabarty (2020) that there was a significant positive correlation students' academic achievement and academic family income ($r = .339$, $p < .01$). Allahnana and Aladi (2018) showed that students from high-income background achieve better academically and parents on high income status can afford to provide the basic necessities required for students' education. Gemechu, (2018) results showed that family income did not bring anything new to students' academic Achievement; the study conclude that there was statistically significant negative relationship between sex and students' academic achievement. Islam and Zebun, (2018) study indicates that there is positive correlation exist between Socio-economic Status and Academic Achievement of Senior Secondary School students, it also highlight that significance difference is present among different SES group in their Academic Achievement.

The finding on the influence of family size on students' performance, revealed that family size does not influence students' performance in Gombe State College of Education and Legal Studies, Nafada**.** This agreed with Ding-yao, (2020) and Wasiu, (2020) that family size have a positive significant effect on the academic performance of the college students. However, it agreed with This agreed with Muoki1 el tal (2021) revealed that the lower the parents' socio-economic status the lower the students' average grade and number of points in performance. Islam and Zebun, (2018) study indicates that there is positive correlation exist between Socio-economic Status and Academic Achievement of Senior Secondary School students, it also highlight that significance difference is present among different SES group in their Academic Achievement.

The finding on the influence of family intimacy on students' performance revealed that family intimacy does not influence students' performance in Gombe State college of education and Legal Studies, Nafada this agreed with Islam and Zebun, (2018) study indicates that there is positive correlation exist between Socio-economic Status and Academic Achievement of Senior Secondary

School students, it also highlight that significance difference is present among different SES group in their Academic Achievement.

CONCLUSION

Based on the findings of the study it can be concluded that: students' academic success at this institution is not strongly correlated with the educational background of their families. Other factors, such as individual effort, teaching quality, and study habits, may have a more substantial impact on students' performance; students' academic achievements are not determined by the economic status of their families. This implies that the college's resources and support systems may be sufficient to ensure that students, regardless of their family income, have an equal opportunity to excel academically; further analysis is needed to determine whether a larger or smaller family size is associated with better or worse academic performance and to understand the underlying reasons for this influence. Further research and analysis are necessary to explore how family intimacy affects students' academic success and what specific aspects of family relationships are most influential. While the first two findings suggest that family education and income may not significantly impact students' performance, the influence of family size and intimacy requires further investigation and clarification. Understanding these factors can help the institution and educational policymakers better support students and create an environment conducive to academic success. Additionally, it is essential to consider that various other factors, including teaching quality, student motivation, and institutional support, can collectively contribute to students' academic performance.

RECOMMENDATIONS

Based on the findings of the study, it is recommended that;

1. colleges, parents and students should collaborate to explore more factors that affects students' performance other than family level of education in Gombe State college of education and Legal Studies, Nafada.
2. colleges, parents and students should collaborate to explore more factors that affects students' performance other than family income in Gombe State college of education and Legal Studies, Nafada.
3. colleges, parents and students should collaborate to explore more factors that affects students' performance other than family size in Gombe State college of education and Legal Studies, Nafada.
4. colleges, parents and students should collaborate to explore more factors that affects students' performance other than family intimacy in Gombe State college of education and Legal Studies, Nafada.

ACKNOWLEDGEMENT

The Tertiary Education Trust Fund (TETFund), Nigeria, provided crucial financing for this study endeavor through the Institutional Based study (IBR) grant, which the researcher gratefully recognizes. This sponsorship played a significant role in the study's execution and the creation of this journal article. The researcher is appreciative of the chance to carry out this study as well as the financial support given by TETFund

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