

The Effect of Socio-Economic Status of Parents on The Academic Performance of Nigerian Architecture Students

(A Case Study Of Some Northern Nigerian Institutions)

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Abstract

The responsibility of training a child solemnly lies in the hand of the parents. This is in tandem with the familiar assertion of some sociologists that education can be an instrument of cultural change, usually being taught from home and is therefore relevant in this discourse. It is not wrong to imagine that parental socio-economic background has possible effects on the academic achievement of children. This research examines some socio economic factors of parents such as the occupation, educational background and interest/ participation of parents with the aim of determining the relationship or impact on the academic achievement of children. Generally, families living in urban informal settlements face overwhelming social and economic challenges which if not well handled affect their children's academic performance and attainment. High occupational status people have more resources to meet the needs of their homes, while the low occupational status people have limited resources for the same. Some institutions of northern Nigeria such as the Departments of Architecture in Hassan Usman Katsina Polytechnic, Ahmadu Bello University Zaria and Kano University of Science and Technology wudil were taken as a case study. Data was collected using a questionnaire and analyzed through statistical approach, at the end of the research, some recommendations were made on the way forward.

Keywords

Academic performance, Nigerian Architecture students, Educational status, Socia-Economic status, Socio-economic factors.

I. Introduction

It is widely accepted that the responsibility of training a child always lies in the hand of the parents. It is not out of place to imagine that parental socio-economic background can have possible effects on the academic achievement of children in school. Whatsoever affect the development in the environment of children would possibly affect their education or disposition to it. Parental status is one of such variables. When a woman's nutritional status improves, so too does the nutrition of her young children as reported by [1]. [2], [3] asserted that there is significant difference between the rates of deviant behaviour among students from high and low socio-economic statuses.

In addition to above, Rothstein stated that "Parents of different occupation classes often have different styles of child rearing, different ways of disciplining their children and different ways of reacting to their children. These differences do not express themselves consistently as expected in the case of every family; rather they influence the average tendencies of families for different occupational classes." [4]. Most researchers and experts think that the low socio-economic status negatively affects the academic performance of students. As a result of low socio-economic status their needs and demands remain unfulfilled and that is why they do not show better academic performance [5]. Studies around Africa by different scholars such as, [6]- [8] have indicated that there is a significant difference between low and high socioeconomic status. Low socio-economic status are often portrayed as disadvantaged in terms of having lower income and lower levels of education and therefore being associated with disadvantaged school performance and outcome. Socioeconomic status (SES) is a theoretical construct encompassing individual, household, and/or community access to resources. It is commonly conceptualized as a combination of economic, social, and work status, measured by income or wealth, education, and occupation, respectively [12].

The Nigerian National policy on education cited among the

philosophy and goals of education in the country as to live in unity and harmony as one indivisible, indissoluble, democratic, and sovereign nation founded on the principles of freedom, equality and justice [9]. To achieve the unity, harmony, freedom, justice and equality in the country, the educational stakeholders need to step-in in the identification and resolution of such problems the affect education and students directly or indirectly.

This research explores the possible effects of the socio economic status of parents on the academic performance of their children in the school of architecture and provide some recommendations that can be of help to mend the problem.

The literature review indicates a positive and significant relationship between parents socio economic level and students' academic achievements. The researcher of this study tries to find the relationship between parental socioeconomic status and Architecture students' academic achievements particularly in the northern part of Nigeria. Socioeconomic status is a theoretical construct encompassing individual, household, and/or community access to resources. A lot of researchers on a similar topics reported that socio-economic factors such as family income level, parents' level of education, adequacy of learning and teaching materials or resources and occupation, all influence the quality of education as well as the ability of education to improve life circumstances. Low socio-economic status and its correlates, such as lower education, poverty and unemployment, ultimately affect a society as a whole. Inequality in wealth distribution and quality of life are increasing in the informal settlements. There is a gap that leaves a window for further study as all the socioeconomic factors were not exhausted. Other factors like parents' ignorance of education matters and delayed wages or joblessness that emanated from the study require further investigation.

II. Statement Of The Problem

Generally, families living in urban informal settlements face overwhelming social and economic challenges which if not

well handled affect their children’s academic performance and attainment. High occupational status people have more resources to meet the needs of their homes, while the low occupational status people have limited resources for the same. An unstable or insufficient fund limits families’ ability to purchase resources and goods (schooling, housing, food and cognitively enriched learning environment) that are critical for successful development and academic performance [5]. [10] reports that children from homes with low income, due to low parental occupations, may model their parents’ lower levels of educational attainment. They may not work hard to attain high grades in school. He further observes that the link between academic performance and future occupational success may be less clear for children from low socio-economic status homes. Research indicates that children from low-SES households and communities develop academic skills slower than children from higher SES groups [11]. Considering the above, an interest was developed to check on the problem in the field of Architectural education.

III. Scope and Limitations Of The Study

Socio economic status is considered to be of vital importance when it comes to livelihood, it encompasses not just income but also educational attainment, financial security, and subjective perceptions of social status and social class. Socioeconomic status in this regard comprises quality of life attributes as well as the opportunities and privileges afforded to people within society. Poverty, specifically, is not a single factor but rather is characterized by multiple physical and psychosocial stressors. Further, Social economic status is a consistent and reliable predictor of a vast array of outcomes across the life span, including physical and psychological health. In this research the effect of parental financial security, educational attainment, social status/class and health status on the academic performance of their children studying Architecture especially in the north region.

IV. Methodology

The primary data was collected through a constructed questionnaire and a total of 240 questionnaires were distributed which mainly consist of choosing the right from the options give and filling up the likert scale responses.

The population of the students under the study was made up of both males and females in three different departments of Architecture. Forty students were randomly selected from each of the departments, therefore one hundred and twenty (120) students were under the study. Random sampling was used for convenience in the selection of departments and respondents. In the selected departments, three consecutive ends of semester examination results were obtained for ten students from each of levels 1, 3, 2 and 4. Information relating to parental background and students. Questionnaire to elicit relevant information about the demographic data of the students (age, gender), parental socio – economic status, parental educational background and qualification as well as the health statuses of the respondents was used.

The sampling technique used was the random sampling method. The respondents were selected using the Krejcie & Morgan 1970 sample size method for a known population where the sampling size was 285 for a population of more than 1000. With a 50-60% confidence level, around 600 questionnaires should be distributed in order to get the required number of questionnaire back. This size was further run through the random sampling size calculator and with a 90% confidence level; the sample size required was

219. As mentioned in the questionnaire that the participation is voluntary, the response rate was 83.39%. This study accumulates the responses from 155 respondents.

The data collected from the respondents is to be punched in Statistical Package for Social Science (SPSS) to generate cross tabulation between the required variables. And then imported to Microsoft excel for the graphical representation and tabulation of the data. The imported data were coded and labeled with the requirement of the study. Correlation is what was done for the study as the main purpose of the study was to figure out the relationship between the dependent and independent variables.

V. Presentation Of Data

1. Respondents by gender

As indicated in Figure 1 below, out of 155 respondents from both the three institutions, majority of it was Male with about 68% and 32% was female.

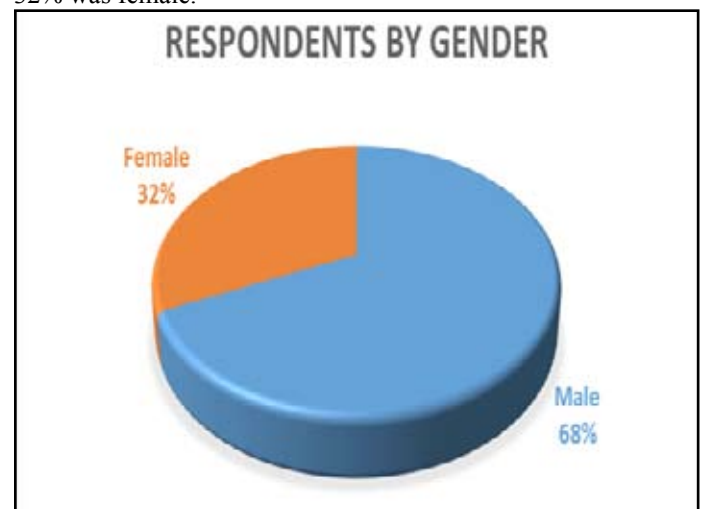


Fig.1: Respondents by gender

2. Respondents age

The age of the respondents (students) ranged from 22 years to 30 years. Majority of the students were under the age of 23 (55%) followed by 22 years (13%), 24 years (9%), 26 and 27 years (6% each), 5% for 28 years, 2% for 29 and 1% for 30 and above which is graphically illustrated below.

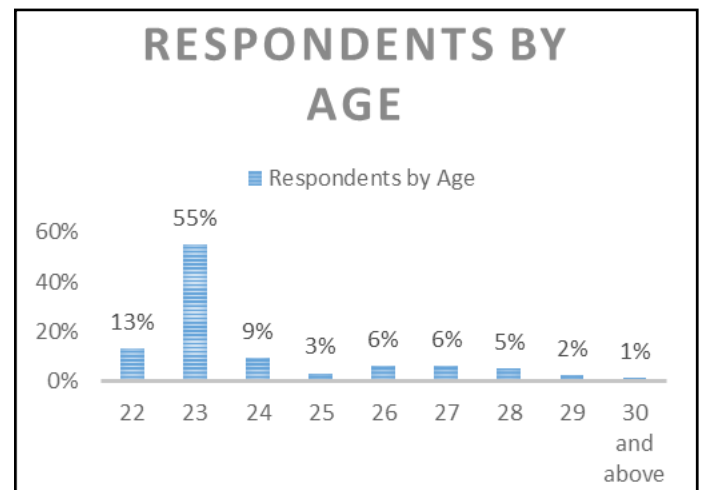


Fig. 2: Respondents’ age.

3. Respondents by father's qualification

According to the figure 3 below, from all the 155 respondents, 14% of the fathers have Masters and above degrees, 29% have Bachelor's degree, 31% have passed Secondary school, 4% of them have education qualification of Primary school or below and 22% had no formal education.

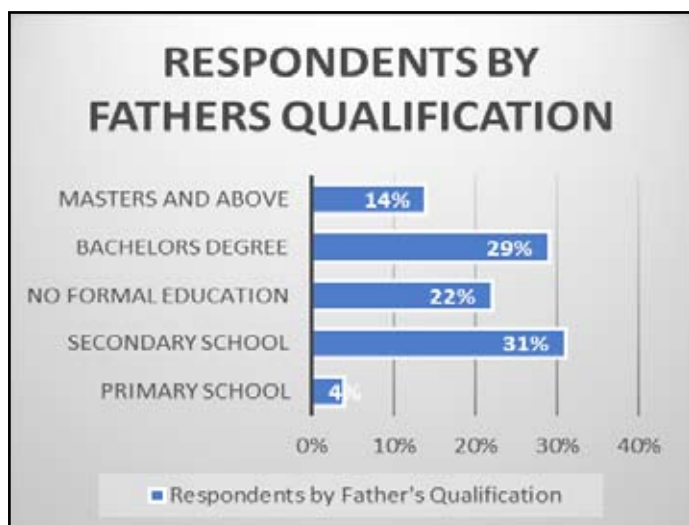


Fig. 3: Fathers' qualification and respondents

4. Respondents by Mother's qualification

Majority of the mothers of the respondents are with have passed Secondary school (41%) followed by No formal education (20%), mothers with Bachelors and Master degree and above comprise 15% and 6% respectively, while only 18% of the mothers are with Primary school qualification.

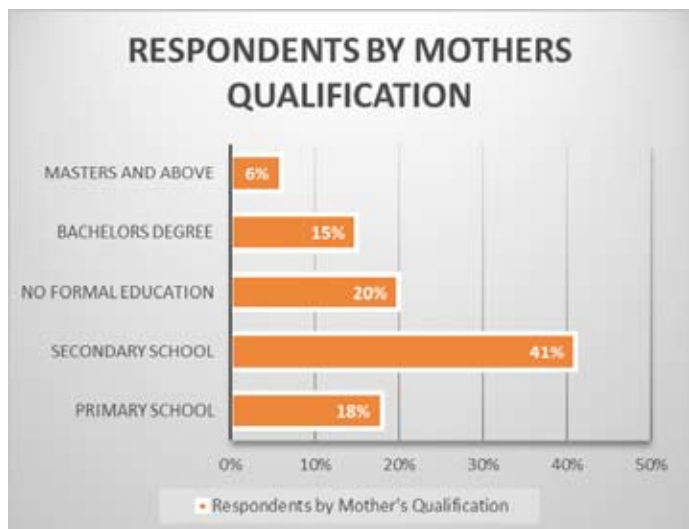


Fig. 4: Mothers' qualification and respondents

5. Students' score at school

The scores of the both the institutions show that majority (15%) of the students score between 60%-70%, 10% score between 80%-90%, 15% score between 70%-80%, 20% (50%-60%), while majority 33% (50% and below) and 7% (90% and above).

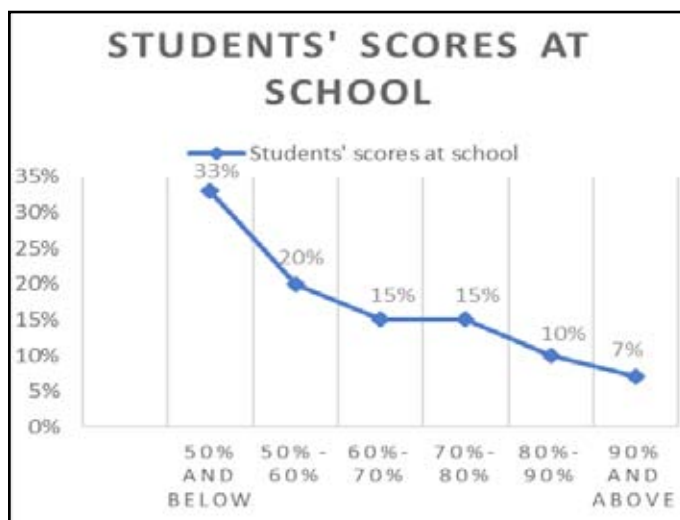


Fig. 5: Students' score at school

6. Parents' employment status

Among all the 155 respondents, it was only 2% of the parents are not employed, 10% are Part time employees, 19% are retired, while 29% are Business men and 40% of them are full time employees.

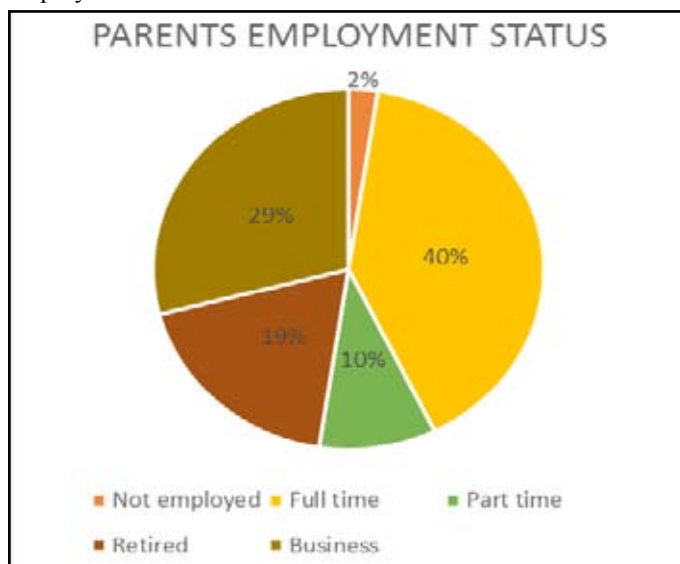


Fig. 6: Parents' employment status

7. Tables

Table 1 : Fathers' qualification and children's score

Qualification	< 90%	80%-90%	70%-80%	60%-70%	50%-60%	50%>
Primary School	1.6%	8.19%	19.67%	49.1%	21.31%	0
Secondary School	5%	30%	10%	45%	5%	5%
No formal education	0	24%	4%	48%	16%	8%
Bachelors	0	23.52%	35.29%	29.4%	11.7%	0
Masters and above	1.92%	51.9%	9.61%	26.9%	5.76%	3.84%

According to the findings students with Primary certificates or below qualified fathers scored the highest (49.1%) in the range between 60%-70% and zero in 50% or below. Students of fathers with Secondary certificates' students scored the highest between 60%-70%. Similar to the prior case but the number of students scoring between 80%-90% is higher with the current one i.e. the fathers with Secondary certificates. Students having fathers with no formal education also scored high between 60%-70% and one below 50%. Students of fathers having Bachelor's Degree do really well scoring between 60%-90% despite of their less population. Students of fathers having Master's Degree or above scored the highest in the range between 80%-90%, and 1.92% scoring 90% and above. Majority of the children with educated parents fairly do well and this finding support literature as highly educated parents motivates positively to do well in schools

Table 2 : Mothers' qualification and children's score

Qualification	< 90%	80%-90%	70%-80%	60%-70%	50%-60%	50%>
Primary School	1.6%	8.19%	19.67%	49.1%	21.31%	0
Secondary School	5%	30%	10%	45%	5%	5%
No formal education	0	24%	4%	48%	16%	8%
Bachelors	0	23.52%	35.29%	29.4%	11.7%	0
Masters and above	1.92%	51.9%	9.61%	26.9%	5.76%	3.84%

Out of 155 respondents, students of mothers with Primary and below qualification score well in the range between 60%-70% and 80%-90%. The highest grade for students of Secondary certificate' mothers is between 80%-90%. For the mothers with no formal education, the high score for majority of the students is between 60%-70% and then 50%-60%. The highest population scoring between 80%-90% with 50% is with the students of mothers with Bachelor's Degree. Then it is followed by students of mothers having Master's Degree and above.

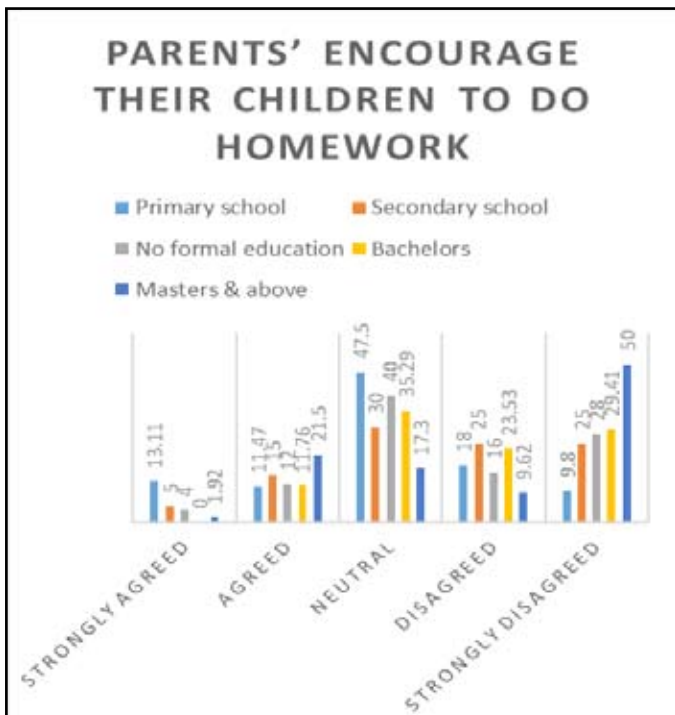


Fig. 7: Parents' help with their children's homework

The graph showing the cross tabulation between the parents' qualification and how much they help with their children's homework displays a little contrast with the literature. Majority (50%) of the children with parents having masters' degree or above are not given help with the homework. Even parents having Bachelors Degree comes second with 29.41% for not helping their children with their homework. Though their percentage of helping children with homework is higher than the rest yet the part in disagreeing strongly is higher. As per the literature the parents with high educational background tend to help their children with homework so that they score good marks in school. Parents with Primary certificates or below score the highest in "strongly agree" scale with 13.11 compared to the rest of the parents. Parents with no formal background do not fall on the two extremes of "strongly disagree" and "strongly disagree", which means that they do help their children with homework.

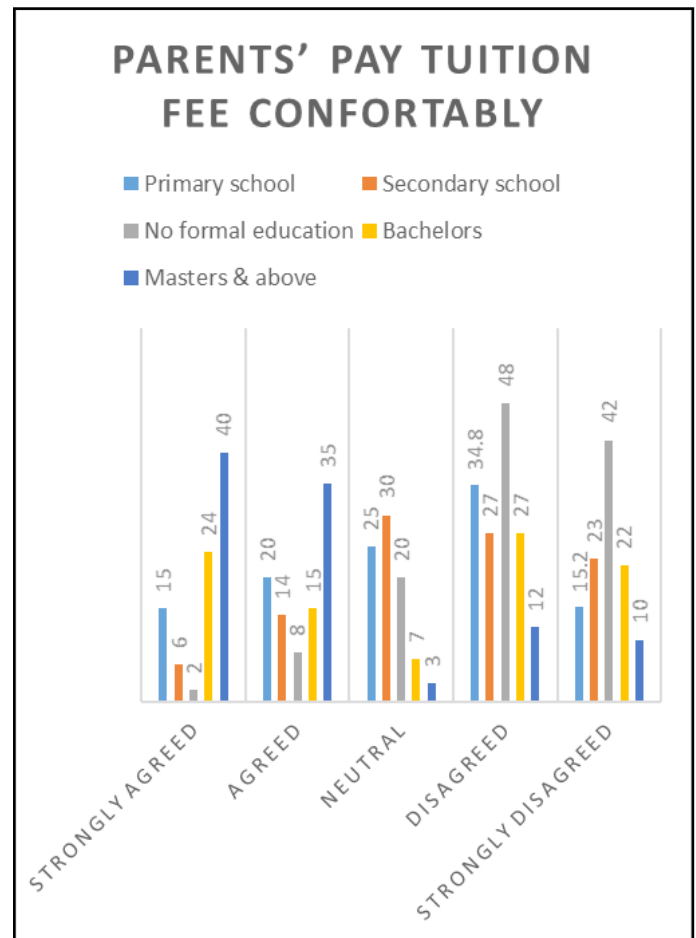


Fig. 8: Parents pay tuition fee and other school expenses comfortably.

Out of the total respondents, 40% of the respondents with parents' having Masters Degree strongly agree that their parents pay tuition expenses comfortably for them to learn more. And majority of the respondents with parents having Bachelors degree agree to it, while those without formal education disagree. This relate to the literature as parents with educational background know the importance of education, earns relatively high and in order to improve their children's knowledge, they pay tuition and other expenses on time and comfortably. Most importantly to pull up their children's grades.

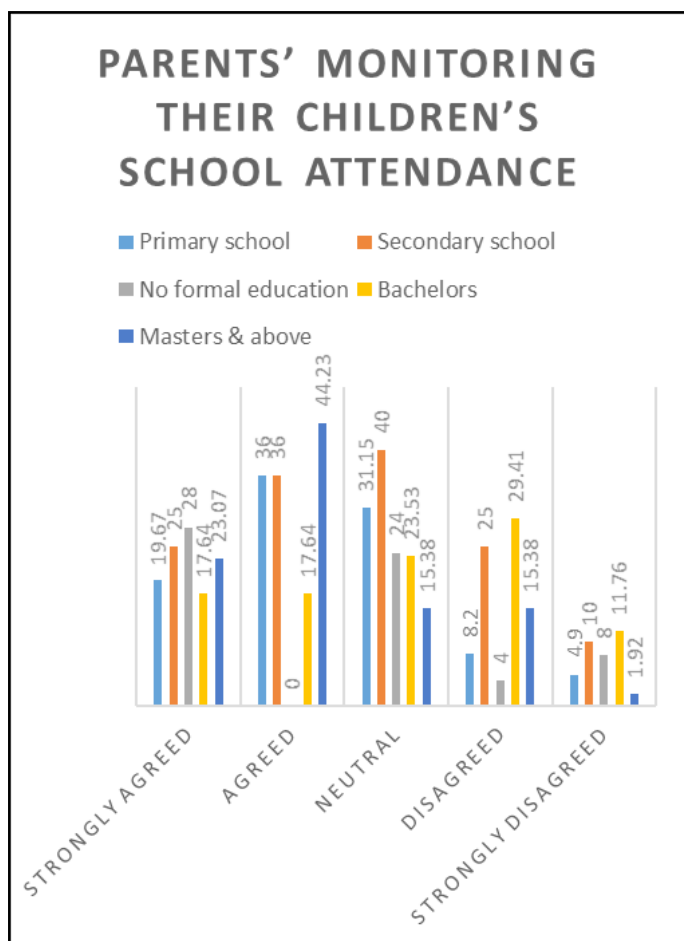


Fig. 9: Parents' monitoring their children's school attendance

The graph shows the regularity of parents with the school attendance of the children. The level of involvement by the parents with low qualifications is somewhat equal with high qualifications. In the "strongly agree" scale, parents with no formal background has the highest followed by Primary certificates' parents with 25% and then parents with Masters Degree with 23.07%. In the "agree" scale, parents with Masters Degree tops the chart with 44.234% followed by parents with no formal background. These findings somehow balances the finding regarding the level of parental involvement in their children's lives. In both the "strongly disagree" and "disagree" scales, there percentage of not monitoring their children's school attendance is higher among the parents with educational background. This finding also contradict with many of the researchers who reported that parents with high educational background would be more concerned about the children's behaviour in school.

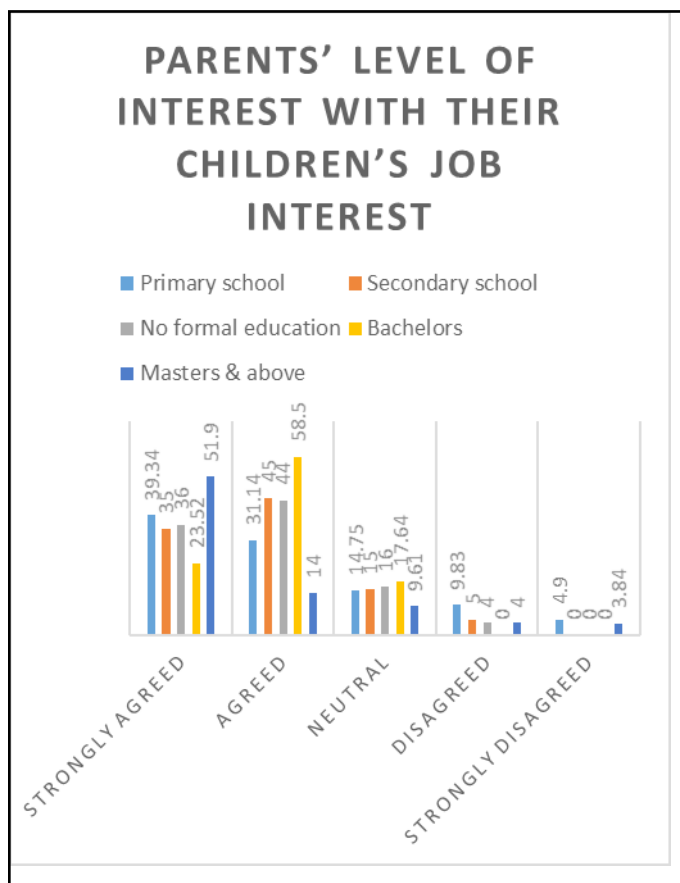


Fig. 10: Parents' monitoring their children's school attendance

As per the findings majority of the parents are interested in asking about the job or professions which their children are interested in. The highest number which totally support the statement is from the parents with Masters and above degree with 51.9% followed by parents with primary school certificate and below with 39.34%. Parents with no formal education also follow the trend with the already mentioned groups as they are also concerned with about the jobs which interests their children with 36%. One of the significant finding about this is that few parents with high educational background seem not to be interested in asking about the jobs which interest their children but none from the parents with low educational background (Parents with no formal education and Secondary school certificates). This proves that the concern of parents for their children in terms of the jobs which interest them does not get restricted only with the parents with high literacy.

8. Descriptive statistics

	MEAN	STANDARD DEV.	N
Father's Qualification	19.38	12.08	155
Mother's Qualification	19.38	14.68	155
Children Score at school	61.5	13.77	155

9. Correlation

		Father's Qualification	Mother's Qualification
Child's scores at school?	Pearson Correlation	0.396	0.266

** Correlation is actually significant at the 0.01 level (2-tailed).
Strength of Correlation: 1: Perfect, 0.7-0.9: Strong, 0.4-0.6: Moderate, 0.1-0.3: Weak, 0: Zero

A moderate positive correlation was found in mother's and father's education level with academic scores with the Pearson correlation of 0.266 and 0.396 respectively with significance level at 0. From the analysis of the relationship between fathers' and mothers' education with academic achievement, it is understandable that there is a significant correlation between the parents' educational background with the academic achievement of the children. This analysis proves the hypothesis of the study and the literature which strongly support it.

10. Discussion of findings

The findings of this study confirmed that the educational background of the parents has an influence on the academic achievement of the students. It means that when a student's parents are literate, they adopt certain methods to improve the educational level of their children. To figure it out how the highly educated parents differ from low educated parents in terms of influencing the academic achievement of their children, this study adopted five essential subjects. Those include 1) How much help the parents render with their children's homework, 2) Parents monitoring their children's school attendance, 3) Willing to pay tuition fee and other educational expenses, and 4) Enquiring about the jobs or professions which interest their children. As for the four subjects, parents with high educational qualification does matter with the children's academic achievement but the main significant finding from this study is that, parents with no educational background even have a significant impact on their children. This finding was important because one get to know that parents' education is not the sole factor in the educational success of the children but economic status does. This was proven by the correlation test done in SPSS and there was a moderate correlation between the independent and dependent variables. None the less parents' education does have a significant impact on their children's educational attainment.

VI. Conclusion

After the correlation between the parents' socio economic status/ level of education and the academic achievement of the students it can be concluded that, there is a relationship between these two variables. It can also conclude that the educational attainment of parents does influence the success of their children in school. The result of the two variables which examined the parents' educational background and the effects on students' academic performance indicated that there was a significant relationship. The findings in the research clearly complement the finding from other researchers who stated that the status of parents does not only affect the academic performance of students, it also impossible for the students from low socio-economic backgrounds to compete well with their counterparts from high socio economic background under the same academic environment. It was fortunate that the findings and the literature complemented each other really well. Another important thing to note is that the researcher can also make is that socio economic status of the parents is not the sole factor of the children's academic achievement.

VII. Other recommendations

1. Considering the fact that both findings and the literature support the importance of parental involvement with the

academic activities of their children, it is therefore strongly recommended that parents should take more part in their childrens academic activities so they can get more connected and help them excel.

2. According to the findings, the socio economic status and educational background of parents has a relative linkage with children's academic achievement, indicating that there are other factors that are strongly affecting the academic success of students. Expanding the scope is hereby recommended for future researchers.

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Author Profile



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