



Parents' Socio-Economic Status on Academic Performance of Senior Secondary School Students in Port Harcourt Metropolis, Rivers State

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ABSTRACT

The study examined the influence of parents' socio-economic status on the academic performance of senior secondary students in Port Harcourt Metropolis, Rivers State. To achieve the purpose of the study, the researcher developed 3 specific objectives, 3 research questions and 3 null hypotheses which guided the study. The research design used for the study was a descriptive research design. The population of the study consisted of 21,696 SS I and 17,972 SS II students in all Public Senior Secondary Schools in Port Harcourt Metropolis, Rivers State with the total population size of 39,668. The sampling technique used for the study was simple random sampling technique, with a sample size of 400 students. The instrument used for the data collection was self-structured questionnaire titled: Influence of Parents' Socio-economic Status on Academic Performance of Senior Secondary School Students Questionnaire. The instrument was validated by the researcher's supervisor and two others experts in Measurement and Evaluation from Educational Foundations, while the reliability of the instrument was achieved using test-retest method to obtain a reliability coefficient of 0.86. The data gathered was analyzed using weighted mean and standard deviation to answer the research questions, while the null hypotheses were tested using t-test at 0.05 level of significance. Based on the analysis of the data, the study revealed that the income level of parents, parental occupation, and parental level of education influence the students' academic performance. Based on the findings of the study, the researcher recommended that: Government, multinational companies and public spirited individuals should be able to support intelligent indigent students from low-income parents with a view to boost their academic performance, government should organize awareness campaign programmes for parents on how to minimize their family size and its adverse influence on the students' academic performance in Rivers State.

Key Words: influence, parents, socio-economic status, income level, education, occupation

INTRODUCTION

Education is viewed as the transmission of the values and accumulated knowledge of a society. In this sense, it is equivalent to what social scientists term socialization or enculturation. Children are born into a culture. Education is designed to guide them in learning a culture, moulding their behaviour in the ways of adulthood, and directing them towards their eventual roles in society. In the most primitive cultures, there is often little formal learning, little of what one would ordinarily call school or classes or teachers. Instead, the entire environment and all activities are frequently viewed as schools and classes, and many or all adults act as teachers (Plomin, Ritchie & Bates, 2015).

As societies grow more complex, the quantity of knowledge to be passed on from one generation to the next becomes more than anyone person can know, hence, there must evolve more selective and efficient means of cultural transmission. The outcome of this is formal education, the school, and the specialist called the teacher. As the society becomes more complex and the schools become more institutionalized, educational experiences become less directly related to daily life, less a matter of showing and learning in the context of the work-able world. This concentration of learning in a formal setting allows children to learn far more of their culture than they are able to do by merely observing and imitating. As society gradually attaches more importance to education, it also tries to formulate the overall objectives, content, organization, and strategies of education.

The family is a place where education is conducted beyond the school. As the basic unit of social system, a family with good education and tradition can be a stimulus for the development of the country and for social harmony. As family is regarded as "the first classroom" where parents serve as the first teachers to their children, how family education is maintained will be a lifelong issue for them. Coleman Report and Plowden's Report in the late 60s revealed a strong correlation between family environment and children's academic performance, which explained the differences in their performance in classroom. Obinna (2010) opined that academic performance relates to the degree of performance students put towards academic success. Psychologists have carried out studies in various aspects of intelligence and have identified factors that can affect the performance of students in schools. Some of the factors identified are hereditary and nutrition. The hereditary factor includes genetic characteristics within an individual which inhibit his ability to learn (Plomin, Ritchie & Bates, 2015).

Research has also established a link between nutrition and behaviour. Psychologists have found that access to nutrition, particularly breakfast, can enhance a student's psychosocial well-being, reduce aggression and school suspensions, and decrease disciplinary problem (Brown, 2018). Total or partial lack of adequate and appropriate nourishment during pregnancy, leads to serious emotional depression and anxiety on the part of the mother, which no doubt affects the unborn child physically and mentally. This has become serious implications on parents' social status, which could affect the academic performance of their children. It is in this regard that this study investigates the parents' socio-economic status on the academic performance of students in Rivers State.

Concept of Parents

Parenting or child rearing is the process of promoting and supporting the physical, emotional, social and intellectual development of a child from infancy to adulthood. Parenting refers to the intricacies of raising a child and not exclusively for a biological relationship (Jane & Brooks, 2012). The most common caretakers in parenting is the child in question, although a surrogate may be an older sibling, a step parent, a grandparent, a legal guardian, aunt, uncle or other family members, or a family friend. Governments and society may also have a role in child rearing. In many cases, orphaned or abandoned children receive parental care from non-parent or non-blood relations. Others may be adopted, raised in foster care, or placed in an orphanage. Parenting skills vary and a parent or surrogate with good parenting skills may be referred to as a good parent.

In psychology, the parental investment theory suggests that basic differences between male and females in parental investment have great adaptive significance and lead to gender differences in making propensities and preferences (Johnri, 2014). A family's social class plays a large role in the opportunities and resources that will be available to a child. Working class children often grow up at a disadvantage with the schooling, communities, and level of parental attention available compared to those from the middle-class or upper-class. Also, lower working class families do not get the kind of networking that the middle and upper classes do through helpful family members, friends and community individuals or groups as well as various professionals or experts.

A parent's social status is indicative of the overall emotional climate in the home. Developmental Psychologist Diana Baumrind identified three main parenting styles in early child development; authoritative, authoritarian and permissive. These parenting styles were later expanded to four, to include an uninvolved style. On the one hand, these four styles involve combinations of acceptance and responsiveness, and in turn, involves demand and control. Rubin (2015) has found that parenting style is significantly related to a child's subsequently mental health and satisfaction with life, and authoritarian parenting is negatively related to these variables.

a. Authoritarian Parenting Styles: Authoritarian parents are very rigid and strict. High demands are placed on the child, but there is little responsiveness to them. Parents who practice authoritarian style parenting have a non-negotiable set of rules and expectations that are strictly enforced and require rigid obedience. When the rules are not followed, punishment is often used to promote and ensure future obedience. There are usually no explanations for punishment except that the child is in trouble for breaking a rule (Johnri, 2014). This parenting style is strongly associated with corporal punishment, such as spanking and "Because I said So" is a typical response to a child's question of authority. This type of parenting is seen more often in working class families than in the middle class. In 1983 Diana Baumrind found that children raised in authoritarian homes were less cheerful, more moody and more vulnerable to stress. In many cases these children also demonstrated passive hostility.

b. Authoritative Parenting Style: Authoritative parenting described by Baumrind as the "Just right style", it combines a medium level demands on the child and a medium level responsiveness from the parents. Authoritative parents rely on positive reinforcement and frequent use of punishment. Parents are not aware of a child feelings and capabilities, and support the development of a child's autonomy within reasonable limits. There is a give-and-take atmosphere involved in parent-child communication and both control and support are balanced.

c. Permissive Parenting Style: Permissive, or indulgent, parenting is more popular in middle-class than in working-class families. In these settings, a child's freedom and autonomy are highly valued, and parents tend to rely mostly on reasoning and explanation. Parents are undemanding, so there tends to be little if any punishment or explicit rules in this styles of parenting. These parents say that their children are free from external constraints and tend to be highly responsive to whatever the child wants at the time. Children of permissive parents are generally happy but sometimes show low level of self-control and self-reliance because they lack structure at home (Rubin, 2015).

d. Uninvolved Parenting Style: An uninvolved or neglected parental style is when parents are often emotionally or physically absent. They have little or no expectation of the child and regularly have no communication. They are not responsive to a child's needs and have little or no behavioral expectations. If present, they may provide what the child needs for survival with little or no engagement. There is often a large gap between parents and with this parenting style. Children with little or no communication with their own parents tended to be victimized by other children and may themselves be exhibit deviant behaviour. Children of uninvolved parents may suffer in social competence, academic performance, psychological development and problem behaviour.

There is no definitive model of parents with authoritarian and permissive parenting on opposite sides of the spectrum. Most conventional and modern models of parenting fall somewhere in-between. Parenting strategies, as well as behaviours and ideas of what parents expect, (whether communicated verbally and non-verbally) can also play a significant role in a child's development.

Concept of Academic Performance

Academic performance implies the extent to which a student teacher or institutions has attained their short or long term educational goals. Completion of educational bench marks such as secondary school diplomas and bachelor degree represent academic performance. Academic performance is commonly

measure through examination or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important, procedural knowledge such as skills or declarative knowledge such as facts (Obinna, 2010).

Factors Influencing Students' Academic Performance

There are some factors which influence students' academic performance. They are discussed briefly below.

a. Individual Differences: Individual differences in academic performance have been linked to differences in intelligence and personality. Students with higher mental ability as demonstrated by IQ tests and those who have higher conscientiousness tend to achieve highly in academic settings. A recent meta-analysis suggested that mental curiosity has an important influence on academic performance in addition to intelligence and conscientiousness. Children's semi-structured home learning environment transits into more structured learning environment when children start first grade. Early academic performance enhances later academic performance.

According to Magnuson (2017), parents' academic socialization is a term describing the ways parents influence students' academic performance by shaping students' skills, behaviours and attitudes towards school. He held that parents' influence students through the environment and discourse parents have with their children. Magnuson further asserted that academic socialization can be influenced by parents' socio-economic status, and that highly educated parents tend to have more stimulating learning environments. Furthermore, recent research indicates that the relationship quality with parents will influence the development of academic self-efficacy among adolescent aged children, which will in turn affect their academic performance.

Factors that Influence the Child's Learning

Education is all about learning, and learning as a continuous process cannot take place without some people who are very significant to the child's existence. These people or individuals are the people that increase the child's change in behaviour. These people could also be classified as the agents of socialization among the various agents of socialization are: Family, Peer Group, Community and Religious Bodies (Famg, & Yaacob, 2016).

a. Family: The child's immediate environment is brought to his/her knowledge as the child begins to grow, seeing the parents and the other components of the society's preventative. In the family, the child begins the informal aspect of education. The accepted societal values and norms are transmitted into the child with the examples that the child learns to follow. Thus, the learning of the language of the society and the attendance to the society's call cannot emerge if the family cannot perform its duties. It is the family that introduces the child to school system. Thus, the family group or background affects the child's education. In a situation where the child has the wherewithal needed for the achievement of educational requirements, that child would be better disposed to benefiting from real formal education. A child's focus should be channeled towards appropriate attitude towards education in the early period of the child's education.

b. Peer Group: Another factor that leads to the learning abilities of the child is the influence of the peer group. A child does not attend the school in isolation. There are his age mates, play mates and school mates who have invaluable influence on the child's dispositions. Thus, the family could impart certain values into the child and the child sticking to it for a very long time, only to lose those values in the school owing to the influence of peer group. In another dimension, peer group helps to make a child to learn better. In a group activity, the children are brought into the chance of learning from each other. This makes the individual child to learn from the ones who have better ideas of the concept at stake.

c. Religious Bodies: A religious organization in the society affects children's socialization processes through the inculcation of the right and needed habits into the child. This paves way for better performances of the learners at the school. A child that has the right moral background always has the disposition to learning as against the child who lacks the moral backing from religious institutions.

d. School: The school is the direct learning avenue for formal education. In this case, there are the roles and factors that the school must employ in order to make the child to learn. A child's comprehension depends on the management of the school and the school environment cum the teachers' dispositions to teaching and methods that he/she employs to drive home the points. The teacher is the implementator of the society's curriculum. The contents of the curriculum are made known to the teacher who ought to know the methodological requirements for the imparting of knowledge, to the learner.

Influence of Family on Students Academic Performance

The evidence produced so far has shown that the family and parental status provide the first learning opportunity for the child. Thus, apart from the financial aspect of the human social significance, the social stratum and educational level of the parents are very important for the academic progress of the children. Thus, the role of the parental position and level of wealthiest cannot be over emphasized. According to Ibe (2013), from the preschool age the child had already begun learning from the older people in the family, and seeing in them the gap which exists between childhood and realities of adulthood which I think that every child would consciously chose to work in order to grow significantly.

i. Parents Income and Students' Academic Performance

The home learning setting is formative in a child social development and is an essential contributing factor to educational outcomes at all stages of the learning trajectory. Ogbu (2011) observe that family characteristics are a major source of disparity in students' outcomes. He noted that children, whose parents are rich, have certain needs, physical, and sociological, which when met contributed positively to their academic performance. These needs may include a conducive reading atmosphere, good food, play ground, provision of books, and other essential materials.

According to Ogulu (2014), the high socio-economic status parents are able to provide their children with books to encourage them in their various learning optimal care and education for their children. However, the challenges are more devastating among the poor income families that struggle to

provide the basic needs to sustain their family. Dubey (2011) believes that in terms of material circumstances, or environment, parents of the relatively high class are able to supply children with more opportunities to learn things which will aid their learning in school. Ogulu (2014) stated that high income enables parents to give their children the advantages of what money can buy. A high income parents provides, good schools which can equip them in academic performance.

According to Jenks (2018), many students from low income homes are kept away or sent out from school or excluded from certain activity or lack money to provide the prescribed equipment or materials. They suffer from stigma of being isolated during break meats because of poverty. He alleged that educational opportunities of the children are clearly related to the socio-economic backgrounds of their parents. Children of the elite have better educational opportunities than the children of non-elite parents.

Jenks is of the view that many students from low socio-economic homes respond incomprehensively to classroom teaching because their home environment has not exposed them to the kinds of materials used in school. Obinna (2010) asserts that life in single parent's family or broken home can be stressful for both the child and the parent, such families are faced with challenges of inadequate financial resources.

According to Brown (2018), parents from low socio-economic status families may be unable to afford resources such as books, computers and school fees for their children. Families with low economic status often lack financial, social and educational support that characterizes families with high socio-economic status due to their poverty levels. In addition, Dubey (2011) holds that they have more appropriate knowledge about academic needs of their children. Thus children coming from to do homes well have an advantage in learning due to prior experience, resulting from the opportunities provided in their privileged circumstances.

ii. Parents' Level of Education and Students' Academic Performance

Generally, traditional research has revealed that more highly educated parents and especially mothers have greater success in providing their children with cognitive and language skills that contribute to success in school. Parents' level of education is important to schooling as parents want their children to maintain the status quo (Malian, 2019). It's also believed that parents with higher educational levels have stronger confidence in their children's academic abilities and they also have higher expectations of their children. They expect that their children will earn good grades behave well in school and attend college. These expectations and confidence in their children motivate them to do well at school. The confidence parents have in their children also helped them to build their own confidence and self-concept which is important in their education (Malian, 2019). However, parents' over expectations might also cause stress to their children which translates to poor educational attainments.

Rubin (2015) pointed out that children learn by example often through observations at home. If a child's parents are reading books, attending ongoing educational classes and taking them along to the museums, libraries- all activities educated parents are more apt to do- they are engaging the child in a number of direct learning experiences that will help him or her to achieve the best in education. Rubin (2015) carried out a study on the relationship between the parents' level of education and academic performance of their children in South Punjab town, Pakistan. The result showed that there was a significant positive relationship between parents' level of education and students' academic performance. There is a gap here, in that the researcher carried out his study in urban area but this study was carried out in rural - arid area so as to find out the influence of parental socio-economic status on students' academic performance.

Johnri (2014) conducted a study on the effect of parental level of education on students' academic performance in Norway. The results of the study indicated that there is a positive correlation between parental level of education and their children's academic performance. There is a gap here that leaves a window for further study as all the social-economic factors were not exhausted. The research did not look at how parents' occupation and income affect their children's academic performance. This gap in knowledge was filled by this study.

iii. Parents' Occupation and Students' Academic Performance

Parents are the primary persons in raising children in any society that is why the family is regarded as the primary agent of socialization. It is through parents' occupation and efforts that children are socialized to become productive citizens in education and general life. Ogbu (2011) conducted a study on "The impact of Parents' occupation on academic performance of secondary school students in Kuala Terengganu, Malaysia." The result showed that students from parents with formal education perform well than those from parents with informal education. However, the researchers did not give any details on how the time parents spent in their occupations (whether formal or informal) affects students' academic performance.

Ibe (2013) opined that parents in inferior occupations earn lower incomes and often have to work longer hours to earn more for their families. Therefore they are often left with less time to spend with their family members and getting more involved in their children's educational activities. However it's also important to note that not all parents in inferior occupation work for long hours.

Magnuson (2017) conducted a study on the "Impact of parents' profession on their Children's learning of English in Pakistan." The results revealed that for learning English Language, parents' profession has positive correlation on it that varies with respect to their profession. In this study Mohammed found out that children whose parents have more advanced or better profession live in places where English Language is spoken frequently and therefore they are more conversant with the language than those whose parents have inferior professions. The study only focused on learning of English Language but this current research focused on the general academic performance of secondary school students.

Statement of the Problem

The issue of poor students' academic performance has become a major concern to stakeholders, parents, teachers, school managements, and the government. The recent result of both Basic Education and Certificate Examination, and senior West African Certificate Examination has showed that the performance of most students was below expectation. This has actually created serious concern to the society. It is used for making a difference locally, regionally, nationally and globally. Educators, trainers, and researchers have long been interested in exploring variables contributing effectively to equal or unequal performance of learners. These variables are inside and outside the school and they affect students' quality of academic performance. The factors may be termed as student factors, family factors, school factors and peer group factors. Besides other factors, socio-economic status is one of the most researched and debated factor among educational professionals that contribute positively or negatively to the academic performance of students. The most prevalent argument is that socio-economic status of parents affects the quality of their children's academic performance. Most of the experts argue that the low socioeconomic status has negative effect on the academic performance of students because the basic needs of students remain unfulfilled. As a result they do not perform better academically. On the other hand, scholars also maintained that children from rich home or well to do family are not always academically sound because of the over petting from their home or family.

It was against this background that the present study investigated how parents' socio-economic status affect academic performance of senior secondary school students in Rivers State. The problem is to investigate how parents' social economic status affects the performance of the students academically in Rivers State. This researcher therefore examined the influence of parents' socio-economic status on academic performance of senior secondary students in Rivers State.

Purpose of the Study

The purpose of this study was to investigate the influence of parents' socio-economic status on the academic performance of senior secondary school students in Rivers State. In specific terms, the study focuses on the following objectives, to:

- 1 examine the extent income level of parents influences the academic performance of students in public senior secondary schools in Rivers State.
- 2 ascertain the extent the occupation of the parents influences the academic performance of students in public senior secondary schools in Rivers State.
- 3 investigate the extent parents' level of education influences the academic performance of students in public senior secondary schools in Rivers State.

Research Questions

The following research questions guided the study:

1. To what extent does the income level of parents influence the academic performance of senior secondary school students in Port Harcourt Metropolis, Rivers State?
2. To what extent does the occupation of parents influence the academic performance of senior secondary school students in Port Harcourt Metropolis, Rivers State?
- 3 To what extent does parents' level of education influence the academic performance of senior secondary school students in Port Harcourt Metropolis, Rivers State?

Hypotheses

The study was guided by the following null hypotheses:

1. There is no significant difference in the mean ratings of students' responses and those of their form teachers on the extent of influence of parental income level of parents' academic performance of senior secondary school students in Port Harcourt Metropolis, Rivers State.
2. There is no significant difference in the mean ratings of students' responses and those of their form teachers on the extent of influence of parents' occupation on academic performance of students of senior secondary schools in Rivers State.
3. There is no significant difference in the mean ratings of students' responses and those of their form teachers on the extent of influence of parents' level of education on academic performance of students of public senior secondary schools in Rivers State.

METHODOLOGY

In carrying out this research, the researcher employed descriptive survey design. It attempted to describe or document current conditions or attitudes, that is, to explain what exists at the moment. Descriptive survey design is a research method which focuses on a representative sample derived from the entire population. This design was adopted because of its ability to ensure a representative outlook and provide a sample approach to the study of opinion, attitudes and values of individuals. The population of the study consisted of all the form teachers, SS I and SS 2 students in the 37 public senior secondary schools in Port Harcourt Metropolis with a total population of 39,668 form teachers and students. We have 180 form teachers and 39,488 students. The sample size of this study was 400 form teachers and students from 15 public senior secondary schools understudy. Taro Yamane formular was applied to achieve the sample size. We have 180 form teachers and 220 students. The sampling technique that was used for the study is a simple random sampling technique for selecting the students while census method was used for form teachers. The instrument that was used for data collection in the study is a

self-structured questionnaire titled “Parents’ Socio-economic Status and Academic Performance of Senior Secondary School Students Questionnaire” (PSSAPQ) which was sub-divided into two parts. To ensure the face and content validity of the instrument, the questionnaire was given to the project supervisor and two other experts in Measurement and Evaluation, all in the Faculty of Education, Rivers State University for corrections. All the corrections made were strictly incorporated to the final draft of the questionnaire. In order to establish the reliability of the instrument, the researcher used test-retest method to test the reliability of the instrument. The data collected were analysed using weighted mean and standard deviation to answer the research questions. The criterion decision rule was that any mean score that is from 2.50 and above was accepted, while the mean score that is less than 2.50 was rejected. The null hypotheses were tested using t-test statistical tool at 0.05 level of significance.

RESULTS

Research Question 1: To what extent does the income level of parents influence the academic performance of senior secondary school students in Port Harcourt Metropolis, Rivers State?

Table 1: Mean and Standard Deviation on income level of parents influence the academic performance of senior secondary school students in Port Harcourt Metropolis, Rivers State.

S/No.	Statement	Students n ₁ = 220			Form Teachers n ₂ = 180		
		\bar{X}	SD	D	\bar{X}	SD	D
Influence of Parental Income Level							
1	Some parents have influence on their children career because of their financial status in the society which affect their academic performance because they are not academically sound or strong.	3.12	1.01	HE	3.08	0.93	HE
2	Parental income is a driving factor that compels students to choose a career which affect their academic performance because they are not academically sound or strong.	3.04	0.81	HE	3.11	1.04	HE
3	Children from high income homes are inspired (sometimes coerced) to study professional courses like law, medicine, etc. which affect their academic performance because they are not academically sound or strong.	2.96	0.73	HE	3.10	0.91	HE
4	Parents of children from well-to-do homes readily provide needed funding for their children to study law and medicine which affect their academic performance because they are not academically sound or strong.	3.25	0.67	HE	3.17	0.73	HE
5	Some students doing professional courses sometimes drop out because they are not academically sound.	2.89	1.12	HE	2.90	0.82	HE
Grand Mean/ Standard Deviation		3.05	0.87	HE	3.07	0.89	HE

Table 1 presents that items 1 to 5 have means of 3.12, 3.04, 2.96, 3.25, 2.89 for students with standard deviations ranging from 0.67 to 1.12; and means of 3.08, 3.11, 3.10, 3.17, 2.90 for Form Teachers with standard deviations ranging from 0.73 to 1.04 which indicate “High Extent” income level of parents influence the academic performance of senior secondary school students in Port Harcourt Metropolis, Rivers State?. Also, the grand means for Students and Form Teachers are 3.05 and 3.07 respectively, further confirming a “High Extent” influence of income level of parents influence the academic performance of senior secondary school students in Port Harcourt Metropolis, Rivers State. Thus, it is found that income level of parents influences the academic performance of senior secondary schools students in Port Harcourt Metropolis Rivers State to a “High Extent”. **Research**

Question 2: To what extent does the occupation of parents influence the academic performance of senior secondary school students in Port Harcourt Metropolis, Rivers State

Table 2: Mean and SD on occupation of parents influence the academic performance of senior secondary school students in Port Harcourt Metropolis, Rivers State

S/No.	Statement	Students n ₁ = 220			Form Teachers n ₂ = 180		
		\bar{X}	SD	HE	\bar{X}	SD	HE
Influence of Parental Occupation							
6	Some parents choose career for their children based on their own job or profession which affect the students' academic performance.	2.97	0.77	HE	3.03	1.00	HE
7	Some parents that are not working or financially strong may not be influential in choosing courses for their children which affect the students' academic performance.	2.87	0.85	HE	2.71	1.13	HE
8	Parents that are lawyers like their children to study law by all means which affect the student academic performance.	3.02	1.21	HE	2.94	0.70	HE
9	Parents that are medical doctors always want their children the children to read or study medicine which affect the students' academic performance when they are not academically sound.	3.06	0.71	HE	2.88	0.81	HE
10	Some of the students study law and medicine because their parents are rich which affects their academic performance.	2.89	0.97	HE	3.01	0.75	HE
Grand Mean/ Standard Deviation		2.96	0.91	HE	2.91	0.88	HE

The information in Table 2 shows that items 6 to 10 have means of 2.97, 2.87, 3.02, 3.06, 2.89 for students with standard deviations ranging from 0.71 to 1.21; and means of 3.03, 2.71, 2.94, 2.88, 3.01 for Form Teachers with standard deviations ranging from 0.70 to 1.13 indicating a "High Extent" influence of occupation of parents influence the academic performance of senior secondary school students in Port Harcourt Metropolis, Rivers State. The grand means for Students and Form Teachers are, respectively, 3.15 and 3.12, which is a confirmation of high extent occupation of parents influence the academic performance of senior secondary school students in Port Harcourt Metropolis, Rivers State. The above results imply that occupation of parents influence the academic performance of senior secondary school students in Port Harcourt Metropolis, Rivers State to a "High Extent".

Research Question 3: To what extent does parents' level of education influence the academic performance of senior secondary school students in Port Harcourt Metropolis, Rivers State

Table 3: Mean and SD on parents' level of education influence the academic performance of senior secondary school students in Port Harcourt Metropolis, Rivers State

S/No.	Statement	Students n ₁ = 220			Form Teachers n ₂ = 180		
		\bar{X}	SD	HE	\bar{X}	SD	HE
Influence of Parental Level of Education							
11	Highly educated parents have greater success in impacting in their children's academic performance thereby enhancing the students..	3.21	0.97	HE	3.19	0.79	HE
12	Parents with higher educational levels have stronger confident in their children's academic abilities thereby enhancing the students.	3.29	0.88	HE	3.28	1.10	HE
13	Educated mothers helped their children to build their own confidence and self-concept which is important in their education thereby enhancing the students.	3.12	0.85	HE	3.10	0.91	HE
14	Illiterate parents find it very easy to guide or teach their children academically which affect the students' academic performance thereby enhancing the students.	3.27	0.93	HE	3.25	0.71	HE

15	Some educated parents pay less attention to their children’s homework or school activities thereby enhancing the students.	3.00	1.10	HE	2.94	0.82	HE
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Grand Mean/ Standard Deviation	3.18	0.95	HE	3.15	0.87	HE
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Table 3 presents that items 11 to 15 have means of 3.21, 3.29, 3.12, 3.27, 3.00 for students with standard deviations ranging from 0.85 to 1.10; and means of 3.19, 3.28, 3.10, 3.25, 2.94 for Form Teachers with standard deviations ranging from 0.71 to 1.10 which indicate “High Extent” influence of parents’ level of education influence the academic performance of senior secondary school students in Port Harcourt Metropolitan. Also, the grand means for Students and Form Teachers are 3.18 and 3.15 respectively, further confirming a “High Extent” parents’ level of education influence the academic performance of senior secondary school students in Port Harcourt Metropolitan, Rivers State. Thus, it is found that parents’ level of education influence the academic performance of senior secondary school students in Port Harcourt Metropolitan, Rivers State to a “High Extent”.

Test of Hypotheses

The t-test statistic was employed in the analysis despite the large sample size.

Hypothesis 1: There is no significant difference in the mean ratings of students’ responses and those of their form teachers on the extent of influence of parental income level of parents’ academic performance of senior secondary school students in Port Harcourt Metropolitan, Rivers State.

Table 4: t-test Analysis of the significant difference in the mean ratings of students’ responses and those of their form teachers on the extent of influence of parental income level of parents’ academic performance of senior secondary school students in Port Harcourt Metropolitan, Rivers State.

Status	N	Mean \bar{X}	SD	df	t-cal	t-crit	Decision
Students	220	3.05	0.87	398	1.29	2.96	Accepted
Form Teachers	180	3.02	0.89				

The analysis on Table 4 reveals that the t-cal of 1.29 is less than the t-crit of 1.96. Therefore, the calculated t-ratio is not statistically significant at a 0.05 level of significant since it is smaller than the given critical value of t-ratio. So, the hypothesis 1 is thus accepted and the conclusion is that there is no significant difference in the mean ratings of students’ responses and those of their form teachers on the extent of influence of parental income level of parents’ academic performance of senior secondary school students in Port Harcourt Metropolitan, Rivers State.

Hypothesis 2: There is no significant difference in the mean ratings of students’ responses and those of their form teachers on the extent of influence of parents’ occupation on academic performance of students of senior secondary schools in Rivers State.

Table 5: t-test Analysis on the significant difference in the mean ratings of students’ responses and those of their form teachers on the extent of influence of parents’ occupation on academic performance of students of senior secondary schools in Rivers State.

Status	N	Mean \bar{X}	SD	df	t-cal	t-crit	Decision
Students	220	2.96	0.91	398	1.17	1.96	Accepted
Form Teachers	180	2.91	0.88				

The analysis on Table 5 showed that the t-cal of 1.17 is less than the t-crit of 1.96. Therefore, the calculated t-ratio is not statistically significant at a 0.05 level of significance since it is smaller than the given critical value of t-ratio. So, the hypothesis 3 is thus accepted and the conclusion is that there is no significant difference in the mean ratings of students’ responses and those of their form teachers on the extent of influence of parents’ occupation on academic performance of students of senior secondary schools in Rivers State.

Hypothesis 3: There is no significant difference in the mean ratings of There is no significant difference in the mean ratings of students’ responses and those of their form teachers on the extent of influence of parents’ level of education on academic performance of students of public senior secondary schools in Rivers State.

Table 6: t-test Analysis of the significant difference in the mean ratings of students’ responses and those of their form teachers on the extent of influence of parents’ level of education on academic performance of students of public senior secondary schools in Rivers State.

Status	N	Mean \bar{X}	SD	df	t-cal	t-crit	Decision
Students	220	3.05	0.87	398	1.29	1.96	Accepted
Form Teachers	180	3.07	0.89				

The analysis on Table 6 indicated that the t-cal of 1.29 is less than the t-crit of 1.96. Therefore, the calculated t-ratio is not statistically significant at a 0.05 level of significant since it is smaller than the given critical value of t-ratio. So, the hypotheses 4 is thus accepted and the conclusion is that there is

no significant difference in the mean ratings of students' responses and those of their form teachers on the extent of influence of parents' level of education on academic performance of students of public senior secondary schools in Rivers State.

Discussion of Findings

Extent Income Level of Parents Influence the Academic Performance of Students

The finding of the study in research question one revealed that the respondents accepted the point that some parents determined their children's career because of their financial status in the society. The study still showed that the responsiveness agreed on the view that parental income is a driving factor that compels some students to choose a career. It was also observed from the analysis that the respondents accepted the fact that children from high income homes or family are inspired to study professional courses. This finding is in collaboration with Rubin (2015) who observed that children or students from well-to-do homes or family are encouraged to take up professional courses hence their parents are ready to provide the needed educational materials. The analysis still indicated that the respondents accepted the fact that some students doing professional courses are sometimes drop out because of lack of sponsor.

Extent Occupation of Parents influence the Academic Performance of Students

In research question two, the findings of this study still revealed that the respondents accepted the view that through parental occupation, children are socialized which enhance their academic performance. This study is in the same view with Obinna (2010) who found that Some parents choose career for their children based on their own job or profession which affect the students' academic performance. It was also noticed from the analysis that the respondents accepted the fact that Some parents that are not working or financially strong may not be influential in choosing courses for their children which affect the students' academic performance. However, the study showed that the respondents accepted the points that Parents that are lawyers like their children to study law by all means which affect the student academic performance. It was also observed from the analysis that the respondents agree on the view that Parents that are medical doctors always want their children the children to read or study medicine which affect the students' academic performance when they are not academically sound and that some of the students study law and medicine because their parents are rich which affects their academic performance.

Extent Parents' Level of Education Influence the Academic Performance of Students

In research question three, the findings indicated that the respondents found that highly educated parents have greater success in impact in their children academic performance. The respondents also agreed on the point that parents with higher educational levels have stronger confidence in their children's academic abilities. This finding is in collaboration with (Asuka, 2019), who observed that educated mothers helped their children to build their own confidence and self-concept which is important in the education. However, the study showed that the respondents rejected the point that illiterate parents find it very easy to guide or teach their children academically which affect the students' academic performance. The respondents still agreed on the view that some educated parents pay less attention to their children homework or school activities because of their schedule.

Conclusion

The influence of parents' socio-economic status on the academic performance of senior secondary school students cannot be over emphasized. Based on the analysis, the study concludes that: family characteristics are major source of disparity in students' learning outcomes. and that, children, whose parents are rich, have certain needs, physical, and sociological, which when met contributed positively to their academic performance. The study still deduced that parental income level. Parental interest, family size, parental occupation and parental level of education influence the academic performance of senior secondary school students in Rivers State.

Recommendations

Based on the findings of the study, the following recommendations are hereby put forward:

1. Government, multinational companies and public spirited individuals should be able to identify and support intelligent indigent students from low-income parents with a view to boosting their academic performance.
2. Parents should try as much as possible not to sacrifice the academic well being of their children on the altar of their jobs or occupation.
3. Parents should try to improve as much as possible in their level of education because it has significant influence on their children's academic performance in senior secondary schools.

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