



Influence of parental socio-economic status on students' academic performance of federal colleges of education in north-eastern, Nigeria

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Abstract

This study examined the influence of educational qualifications of parents on the academic performance of students in Federal Colleges of Education in North-Eastern states of Nigeria. The study adopted descriptive survey design. 378 parents from four Federal Colleges of Education were randomly selected from a population of 25,000 parents through a stratified random sampling technique. The study had one research question and one hypothesis. A questionnaire on Parents Educational Qualifications and Students' Academic Performance (PQEQSAP) was used to obtain information from parents for the study. The instrument had a reliability coefficient of 0.984 using the Cronbach alpha reliability test which implies that the instrument was 98 percent reliable. The CGPA's of the students were used while the research questions were answered using simple percentage. The hypothesis was tested using chi square statistics at 0.05 level of significance. The result of the study revealed that there is a significant relationship between educational qualification and students' academic performance in the study area. This implies that parents are in a good position to be second teachers to their wards; and even guide and counsel them on the best way to perform well in education and provide the necessary materials needed by them. The study findings would be beneficial to students, parents', lecturers, school management, and researchers. Based on this finding, it was recommended among others that parent's educational programs in form of adult literacy\distance learning programs should be made available and easy to enroll.

Keywords: Academic performance, college of education, educational qualification, parents, students

Introduction

In Nigeria, the role of Colleges of Education in shaping the education landscape and nurturing quality teachers is paramount as it plays a pivotal role in producing highly qualitative, motivated, conscientious and effective classroom teachers. These institutions serve as the fundamental pillars of the educational system, responsible for preparing and equipping future education with knowledge, skills, and competencies needed to excel in the dynamic, complex and evolving field of education.

Colleges of education offer not only a systematic step into the world of technology integrated reform but also embark on capacity building, quality assurance, and incorporation of students' experience into the process systematic knowledge acquisition. Colleges of Education emphasize the necessity for children to develop the ability to think, and for teaching the young generation on how to use different types of thinking that would allow them to mold the information obtained into real knowledge. One of the major features of colleges of education is the strong emphasis on practice-based learning as it also emphasizes the acquisition of certain important life skills such as communication skills and presentation problem-solving skills. However, objectives of colleges of education are to demonstrate prospective teachers with proper leadership qualities. To exhibit the knowledge, skills, and attitudes this will enable them to contribute to the growth and development of their communities in particular, and the nation at large.

Findings of Woodfield and Earl-Novell (2006) revealed that students' effort, previous schooling, parents' educational background, family income, self-motivation of students, age of students, learning preferences and entry qualification of

students are important factors that have effect on students' academic performance. This paper provided insights on parents' educational qualification on students' academic performance in the study area, and recommendations for educational policymakers, educators and stakeholders to harness potentials of these institutions in advancing educational excellence, through fostering social progress, and achieving students' performance.

The income gap has widened between Nigerian families most especially in the North eastern region of Nigeria which is attributed to the increasing poverty in the region as a result of political, security and socio-economic turmoil. This income gap has led to poverty in the region. Poverty directly affects academic achievement due to lack of resources available for students' success. Educational finance is one of the key areas that are adversely affected. Okebukola (2015)^[1] stated that money cannot solve all the problems in the educational sector, but without money, no solution is possible. There are a number of learning materials that are required by individuals, such as stationery items, bags, uniforms, textbooks, transportation cost, notebooks, technology and computers among others. The conditions of poverty impose barriers in the fulfillment of one's needs. Parents are unable to meet the needs and requirements of their children. For instance, if purchasing of a textbook is unaffordable, then the academic performance does get affected in a negative manner (Kapur, 2018)^[7].

Parent's educational qualification has a substantial relationship with academic performance. It is paramount to note that a positive relationship exists between parental education and students' academic performance. When there is an increase in the educational level of parents, there is an

increase in student's academic performance. However, when there is a low level of education, there is a decrease in student's academic performance (Norsuhaily, Ibrahim & Mudassir 2017) ^[10]. Oluigbo (2015) ^[12] asserts that parents' educational qualification has influence on the academic performance of students. This means that, parents with high level of education do encourage independence and hard work; and this influenced the academic performance of students positively.

It is believed that certain factors are responsible in bedeviling students' success in schools, thus justifying the need for this study which unraveled some of these factors. Some studies have been conducted on parents' education but little has been conducted on the influence of parental educational qualification on students' academic performance in higher institutions. Hence, the need for this study which investigated how parents' educational qualification affects federal colleges of education students' academic performance in North-east, Nigeria.

Aim and objectives of the study

The aim of this study was to investigate how parental socio-economic status influence students' academic performance of Colleges of education in North-eastern states of Nigeria. The specific objectives of this study are to find out:

1. How educational qualification of parents influence students' academic performance of Federal Colleges of education in the North-eastern states.

Research question

The following research question was answered in this study:

1. To what extent does the educational qualification of parents influence the students' academic performance of Federal colleges of education in North-eastern States of Nigeria?

Hypothesis

The following hypothesis was tested in this study:

1. Educational qualification of parents has no significant influence on the students' academic performance of federal colleges of education in North-eastern States of Nigeria?

Theoretical frame work

This study was built on the theory of Human Capital development as propounded by Theodore Schultz in 1961. The theory stressed on the education of individuals as the key means by which the economy as a whole progress. In a simple equation, the more and better education individuals possess, the better their returns in financial rewards and the better the national economy flourishes. Schultz (1962) ^[15] argued that both knowledge and skills are a form of capital, and that this capital is a productive of "deliberate investment". Schultz highlighted western countries, and explained their increase in national output as a result of investment in human capital. The theory also made a direct link between an increase in investment in human capital, and the overall increase in the earnings of workers.

Human Capital Theory has thus promoted education to a key instrumental role in boosting economic growth. The better the investment made by individuals in education, the better they and the economy will flourish. This elevated status, however, is not without its problematic aspects. There is a risk of education being narrowed to economic

goals, of the broader aims and purposes of education being submerged, and of the person being reduced merely to "human capital," not as a life to be lived, but as mere economic potential to be exploited (Gillies, 2011) ^[11]. There are essentially, two elements to the theory. The first relates to theorizing that wage differentials or income distribution can be causally connected to education (in this case understanding the term as including schooling, tertiary education, training, and professional development). Education, therefore, was no longer to be viewed as "consumption" but as an investment.

The human capital development theory is related to this study, because the theory demonstrates that education could be viewed as an investment, embodying education to become "human capital", which offers returns in the form of relatively higher incomes. It also shows that there is a financial return for time and resources dedicated to education and training. This means that, with an increase in income, parents will be able to invest more on their children's' educational pursuit. This may lead to an improved academic performance by the children.

Colleges of Education play an important role in the economy and the level of this education needs not to be neglected. Apart from the important role it plays, it equips the youths with relevant knowledge; skills and experience to enable them play effective and productive roles in the life of the nation. Umoren (2019) ^[17] due to economic deprivation, students in colleges of education seem not to be doing well to achieve the said objectives

1. Literature Review

Azhar, Nadeem, Naz, Perveen & Sameen (2014), in a research on the Impact of Parental Education and Socio-economic Status on academic achievements of University Students revealed that parents are the most immediate relation of a child. Their financial status and education do have an important influence on the personality of child. Educated parents can better understand the educational needs and their children's aptitude. Ornstan and Levine (2003) were of the opinion that students with well-educated parents score much higher than students whose parents are less educated. Educated parents are better informed to know and provide students with their educational needs and support to re-enforce their efforts in school. Educated parents know what should be provided to create the needed environment at home to promote learning of their children. Ugwuja (2010) ^[16] reveals that items examined on parental educational level and its influence on student's academic achievement have mean scores that are above the cut-off mark of 3.00 that is regarded as an acceptable limit as indicated by the researcher. Therefore, all items under parental level of education were considered acceptable. This is an indication that the respondents considered that parental level of education influenced students' academic achievement. The findings of this research shows that parents who are educated want their children to be educated and as such provide most of the recommended text books and other learning aids for their children. However, educated parents provide conducive atmosphere for their children's studies at home. According to Chamundeswari (2013) ^[4] holds that, a child that comes from educated home would like to follow the steps of his or her family and by this, work actively in his or her studies. Meanwhile Akujieze (2003) believes that the educational level of parents affect how well children perform in school.

Mohammed (2018) conducted a study on parental educational status and academic achievement of students. The objective of the study was to study association between father and mother education and level of academic achievement of study. The method used in the study was survey design. The population of the study was secondary school students of Hyderabad district. The sample size was 500 students randomly selected. Techniques used to obtain that, was percentage analysis and chi-square test. The study finding was there is association between father and mother education and level of academic achievement of students. The study recommended that, since parents education influences students' academic achievement, the government and all stakeholders in education sector should endeavor to implement its policy on basic education for all and thus create an enlighten society in which every parent would be educated enough to have a positive influence on their children. The study is similar with this study in the area of research design and techniques for data analysis but different in the area of population and sample. However, this study was conducted in secondary schools in Hyderabad, Madaras. While the present research was conducted in higher institution in North east Nigeria.

Rana, Nadeem and Saima (2015) conducted a study on the influence of parents' educational level on secondary school students' academic achievements in district Rajanpur. The purpose of the study was to investigate the effect of parental education level on the academic achievements of students of the district Rajanpur. The population of the study was the students of private and public secondary schools in the district. The sample of the study was 200 students of 10th grade/level randomly selected. The instruments used for data collection was questionnaire, interviews and direct observation. Also document analysis of the result was used. The instrument for data analysis used was independent z-test. The finding of the study was that high level of educated parents to an extent has more influence on their children to achieve and perform well in their studies at secondary school level. The study recommended that government should give training to the teachers through directorate of staff development. The study is similar to the present study in the area of objective but differs in the area of population, instrument for data analysis and sample. The study was conducted on both private and public secondary school Rajanpur district India. But the current research was conducted in public federal colleges of education in North eastern states of Nigeria

2. Methodology

The research design adopted for this study was the descriptive survey research design. Descriptive survey research was adopted because it allowed the collection of information from a sample of individuals through their responses to questions. It also allowed information to be gathered from large sample of a given population and finding of the study was generalized on the entire population (Check & Schutt, 2012) ^[5].

The population for the study consisted of all the 25,000 parents. The targeted population of this study was reached through their children. The sample of the study was 378 parents representing 2.7 percent of the parents' study population. This sample size was sufficient because according to Research advisors (2006) ^[14] a sample size of between a population number of 10,001 to 35,000 should be

378, at 95 percent confidence level and 0.05 degree of accuracy or margin of error. For this study, the researchers employed stratified random sampling technique. This technique was used because it allowed every member of the population to be selected without bias.

The parents were grouped according to their status\level of education SSCE, Diploma\NCE, HND/BA/BED/BSC, and MA/MED/MSc. The instrument used for data collection in this study was a structured questionnaire developed by the researcher titled "Parents Questionnaire on their Educational Qualification and Students' Academic Performance" (PQEQSAP), which was answered by parents. The researcher developed and employed the Likert-type rating to collect data from parents. Secondly, students' recent approved CGPA results was obtained from the school authority and used to observe academic performance of students on a five-point scale as approved by polytechnics in Nigeria thus; 0-1.00 fail, 1.01-2.00 pass, 2.01-3.00 merit, 3.01- 4.00 credit and 4.01-5.00 distinction. The questionnaire comprised of sections A and B. Section A generated personal data/demographic information about the parents; section B contained part 1, which sought to evaluate parents' educational qualification on academic performance of colleges of education students in North-east. The respondents responded to all the items in the questionnaire by ticking any option of their choice on the Likert scale showing the extent of agreement or disagreement with the item regarding the research variables. The validity of the instrument was established by subjecting the instrument to the expert judgment and scrutiny of two experts in the field of Economics education in the department of Social Science Education, and one expert in the field of Test and Measurement from the University of Jos and university of Maiduguri respectively. Their pieces of Advice, corrections and observations were taken which improved the instrument. In order to ensure the reliability of the instrument, reliability coefficient of 0.95 internal consistencies was computed using the Cronbach Alpha technique at 0.05 level of significance. At 95 percent, the instrument was deemed reliable. The researchers made use of face to face or direct delivery technique (DDT) method of administration of instrument to personally administer the instrument to ensure that proper explanations was given to respondents in order to generate the needed data. Permission was sought from the school authorities and the instrument was administered to the parents through their children (students) in four federal colleges of education were randomly selected which are Federal college education Jama'are, Bauchi state, Federal college of education (Tecnical) Gombe, Gombe state, Federal college of education Yola, Adamawa state, and Federal college of education (Technical) Potiskum, Yobe state.

The researcher used descriptive statistical tools of simple percentage to answer the research questions, while inferential statistical tools of chi-square were used to test the hypothesis of the study. Hypotheses are an assumption not a fact, subject to statistical test which is accompanied by level of significance or scale of judgment as the case may be. If the calculated Mean(x^2) is greater than the critical value, the null hypotheses (H_0) will be rejected and the alternative hypothesis (H_1) will be accepted. But if x^2 calculated is less than the critical value, then the null hypotheses (H_0) will be accepted and the alternative hypotheses (H_1) will be rejected.

Results

Research Question: To what extent does educational qualification of parents affect students' academic

performance of colleges of education in North-east? Table one shows the influence of educational qualification of parents on the academic performance of students.

Table 1: Percentage Result on Influence of Educational Qualification of Parents on Academic Performance of Students

Educational Qualifications	Academic Performance					Total
	0-1.00	1.01-2.00	2.01-3.00	3.01-4.00	4.01-5.00	
SSCE	18	6	20	18	17	79
	4.8percent	1.6percent	5.3percent	4.6percent	4.5percent	20.9percent
Diploma/NCE	27	13	28	22	10	100
	7.1percent	3.4percent	7.4percent	5.8percent	2.6percent	26.5percent
HND/BA/BED/BSC	25	25	21	19	12	102
	6.6percent	6.6percent	5.6percent	5.0percent	3.2percent	27percent
MA/MED/MSc	22	6	28	23	18	97
	5.8percent	1.6percent	7.4percent	6.1	4.8percent	25.7percent
Total	92	50	97	82	57	378
	24.3percent	13.2percent	25.7percent	21.7percent	15.1percent	100percent

Data in Table 1 shows the percentage result on the educational qualification of parents on students' academic performance. From the result, 18 students out of the 79 students whose parents are SSCE holders scored between the range of 0-1.00, 6 (1.6 percent) scored between the range of 1.01-2.00, 20 (5.3 percent), 18 (4.6 percent) and 17 (4.5 percent) scored between the ranges of 2.01-3.00, 3.01-4.00 and 4.01-5.00 respectively. Also, 27 (7.1 percent) students out of the 100 students whose parents are diploma /NCE holders scored between the range of 0-1.00, 13 (4.3 percent) scored between 1.01-2.00 points, 28 (7.4 percent) scored between 2.01-3.00 points, 22 (5.8 percent) scored between 3.01-4.00 points, while 10 (2.6 percent) respondents scored between the range of 4.01-5.00.

Furthermore, 25 (6.6 percent) out of the 102 students whose parents are degree holders scored between 0-1.00, 25 (6.6 percent) scored between 1.01-2.00 points, 21 (3.2 percent) scored between the range of 2.01-3.00, 19 (5 percent) scored between 3.01-4.00 points while, 12 (3.2 percent) scored between 4.01-5.00 points. Lastly, 22 (5.8 percent) out of the 97 students whose parents are masters' holders scored between 0-1.00 points, 6 (1.6 percent) scored between 1.01-2.00 points, 28 (7.7 percent), 23 (6.1 percent, and 18 (4.8 percent) respondents scored between 2.01-3.00, 3.01-4.00 and 4.01-5.00 points respectively.

Hypothesis: There is no significant relationship between educational qualification and students' academic performance. Table two shows the chi square result on the relationship between educational qualification and students' academic performance.

Table 2: Chi-square Result on Relationship between Educational Qualification and Students' Academic Performance

	Value	Df	P-Value
Pearson Chi-Square	23.535 ^a	12	.024
Likelihood Ratio	22.842	12	.029
Linear-by-Linear Association	.006	1	.940
N of Valid Cases	378		

Data in Table 2 reveals the chi-square result on relationship between educational qualification and students' academic performance. From the result $X^2(1, 12) = 23.54, P > 0.05$, since the P-Value of .024 is less than 0.05 level of significance, the null hypothesis was rejected. It was concluded that there is a significant relationship between educational qualification and students' academic performance of colleges of education in North-east.

Discussion of findings

Findings from the research question revealed that parents' educational qualification positively affects the academic performance of students in the study area. In the same vien, finding from the hypothesis which sought to find out to what extent does educational qualification affect colleges of education students' academic performance. From the result $X^2(1, 12) = 23.54, P > 0.05$, since the P-Value of .024 is less than 0.05 level of significance, the null hypothesis was rejected. It was concluded that there is a significant relationship between educational qualification and academic performance of students in federal colleges of education in the North eastern states of Nigeria. The findings of this study is similar to that of Musarat, Sundus, Faqihi, Fozia& Ayesha (2013) ^[9] who found out that there is a positive relationship between parental education and students' GPA, the findings further revealed that those students from educated parents have better GPA than those from uneducated parents. Supporting this view, Zehri and Abdelbaki (2013) ^[19] submitted that parents' educational background influences the academic achievement of students. This is because the parents would be in a good position to be second teachers to the child; and even guide and counsel the child on the best way to perform well in education and provide the necessary materials needed by the child.

Conclusion and recommendation

This study assessed parental educational qualification and students' academic performance colleges of education in North-east, Nigeria. 378 students who represented 378 parents were randomly sampled from the population using stratified random sampling technique. Questionnaires were used to collect data from respondents. The study concluded that Educational qualification of parents is significant factor that affect academic performance of students. This suggests that the objective of the study has been achieved with the reference to the outcome of the study.

Based on the finding and conclusions of this study, it was recommended that Governments (Federal and states), employers and higher educational institutions should help to improve academic achievement of students in Nigeria by extending educational support. However, on the part of parents educational programs in form of adult literacy\distance learning programs should be made available and easy for illiterate parents to enroll.

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