

IMPACT OF FAMILIES' LOW LEVEL OF INCOME ON CHILDREN'S EDUCATIONAL ACHIEVEMENTS IN ZAMFARA STATE

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ABSTRACT

This study investigated impacts of families low level of income on academic performance of public secondary school students in Talata Mafara, Zamfara State. The research aims to identified how variables such as family income and occupation influence students' academic outcomes. A mixed-methods approach was employed, utilizing both quantitative and qualitative data collected through structured questionnaires administered to students across three selected schools: GGC, GDSS, and Yelwa. The findings indicated a significant correlation between socio-economic status and academic performance. Students from higher income backgrounds tend to perform better academically due to greater access to educational resources, parental support, and conducive learning environments. Conversely, students from lower income backgrounds face numerous challenges, including inadequate educational materials, limited parental involvement, and unfavorable home environments, which adversely affect their academic achievements. Recommendations include the need for targeted interventions by educational authorities to support students from disadvantaged backgrounds, including scholarships, mentorship programs, and community engagement initiatives. By addressing these socio-economic disparities, it is hoped that educational equity can be achieved, ultimately enhancing the overall academic performance of students in the area.

Keywords: Socio Economic Background, Education, Children.

1. INTRODUCTION

A variety of factors are capable of influencing the academic achievement of senior secondary school government student. Over the years, assessments of factors that influence academic achievement of senior secondary government students have attracted the interest and concern of many researchers, teachers, parents and national leaders. It is a well-known fact that student's achievements in school subjects vary, some students in government perform better than the others many disadvantaged students feel that the length of their student career would be limited by their finances, rather than by their academic ability and this make them behind in their academic performance. Students from particularly disadvantaged backgrounds often find themselves at odds with certain aspects of their academic engagements.

Generally, 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 (Stitch and McDonald, 2013). Parents are the first teachers of their children. In the light of this, parental education influences student's academic performance. that children from families where parents have less education tends to perform systematically worse in school than pupils whose parents have more education. To him, educated parents provide intellectual, economical, psychological and emotional support to their children who in turn make them to be more comfortable and adjusted to their learning development, and this result in high academic performance.

Education is the best legacy a nation can give to her citizens especially the youths. This is because the development of any nation or community depends largely on the quality of education for her citizens. It is generally believed that the basis for any true development must commence with the development of human resources. Formal education remains the vehicle to social –economic development and social mobilization. However, in the case of Nigeria, inconsistencies in government policies have led to poor implementation of programs since the olden days to the present time. This gradually laid the foundation for fallen standards in education at the primary and secondary school levels. Frequent changes of ministers and commissioners of education by successive governments coupled with the politicization of education by political parties that emerged in the country's political scene since 1999, have also brought about disparity in educational practices which caused differential academic performance and classroom functioning of both students and teachers from, state to state.

Socio-economic inequalities can have a negative impact on the ability of children in underserved communities to learn, hence widening the gap between advantaged and disadvantaged groups over time. Good quality and equitable education are key to the inclusive, peaceful, and sustained development of a society and a country.

In Nigeria today, socio-economic factors, such as income level, parental education, and access to resources, can create barriers that hinder educational opportunities for students in these communities. Income level is also not left out. Limited financial resources result to families in underserved communities facing challenges in providing sufficient educational support at home due to limited access to educational resources and the provision of these resources. Parental time availability is also affected, seeing that parents have to work twice as much to provide, leading to their unavailability

Nigeria like any other developing country has witnessed series of political instability with obvious effects on educational policies at Federal and State Government levels. This gradually laid the foundation for a fall in standard of education at secondary school level, and differences in academic achievement of students. PISA 2018 The development of education policies always needs to take into account country-specific traditions and features of respective education systems. Not all policy options are equally relevant for different countries, different contexts give rise to different priorities. In some countries, policy suggestions may already be in place; in others, they may have less relevance owing to specific social, economic and educational structures and traditions. Policy options rather distil potentially useful ideas and lessons from the experiences of countries that have been searching for ways to improve their education system.

This poor performance is likely to be caused by social economic background of the family. It has been observed that the secondary education system in Nigeria is to an extent not achieving its predetermined goals and objectives due to the problems of high rate of failures in public examinations. Researchers have shown that there has been public outcry on students' poor performance in Senior Secondary Certificate Examinations.

The effect is that, many families are subjected to serious financial challenges such as poverty, lack of money to purchase necessary textbooks and working materials for their kids. The differential and inconsistent policies had led to poor academic performance in examination, such as National Examination Council (NECO) and West African Examination Council (WAEC) conducted school certificate examinations. Mr. Isaac Adenipekun Announcing the results in Lagos on January 2019, as the Head of Nigeria National Office (HNO) of WAEC, Isaac Adenipekun, said out of 12,202 candidates that registered for the examination, 11,892 took part in the examination, and only 3,102 candidates representing 26.08 per cent obtained credit and above in a minimum of five subjects including English Language and General Mathematics.

Furthermore, walking distance has been identified by several researchers appears to be a common factor for poor academic performance. identify home to school distance through involvement of stakeholders as one among several factors that causes poor performance of students in public examinations. Other factors were identified to include poor location of the school, incessant changes in government policies, closure of schools, which is contingent upon teachers strike action, high student teacher ratio, poor supervision, monitoring and evaluation machinery, lack of good textbooks, poor content and context of instruction, poor and non-conductive environment among others. Status, but even those who do are likely to have suffered from a number of barriers which may have hindered their progress and deterred them from continuing further. Despite the effort of researches, parents, teachers and government, the poor achievements of student in government are still a recurring problem that is imperative this time.

Statement of problem

The researcher has observed that parents, teachers and educational stakeholders in Zamfara state believed that social and economic disadvantage are major problems affecting academic achievement of students. This can be buttressed on the basis that, in spite of government assistance and low rate of tuition fees charged in secondary schools to build hostels for them, a lot of parents/guardians still desire that their children attend school from their various homes which are sometimes far from the location of the schools. In view of the above backdrops, the elements of the problem of this study, border on the factors that positively influences students' academic performance in senior secondary schools in Zamfara State, Nigeria. To further delineate the study, the researcher examined the following factors; income of the parents, Infrastructural facilities; location of residences; gender; student home background; occupation of parents; educational qualification of parents and residential types respectively.

Objectives of the study

This research investigated on the effect of socio-economic status of students on their academic performance in senior secondary schools. The specific objective of this study is to find out:

1. If families level of income influence student's academic performance in public secondary schools in Talata Mafara local government area
2. If parents' employment status affects students' academic performance in public secondary schools in Talata Mafara local government area.

Research Questions

The research questions formulated to guide this study are as follows:

1. How does families level of income affects students' academic performance in public schools in Talata Mafara local government area?
2. How does parents employment status affects students' academic performance in public schools in Talata Mafara local government area?

Null Hypotheses

The study tested the following hypotheses:

1. There is no significant relationship between students' academic performance and their families' level of income.
2. There is no significant relationship between students' academic performance and their employment status.

Literature Review

Mudassir and Abubakar (2015) conducted a study on "the impact of parents' socio- economic status on the academic performance of secondary school students in Kuala Terengganu Malaysia." The result showed that Students from parents with higher socioeconomic background perform well than those from parents with lower socio-economic background.

Chioma (2014) conduct research on "the influence of parental socio-economic status and the academic achievement of students in selected secondary schools in Enugu state, Nigeria". In her findings those from higher socio-economic background perform academically better than those from lower socio-economic background. There is correlation between parental level of education and their children's academic achievement.

Sogbetan (2014) and Hassan (2016) examined the "causes of poor academic performance among secondary school students" Some of the factors identifies are intellectual ability, poor study liability achievement, motivation, lack of vocational goals, low self-concept, low socio-economic status of the parents, poor family structure and anxiety. The consequences to these include indiscipline in school and low of educational standard.

Adewale (2019) conducted a study on the "Influence of parents socio-economic on the academic performance their children" in Osun state Nigeria, in his research children from wealthy and middle-income parents perform better than those children from poor parents.

2. METHODOLOGY

This study adopts a correlation survey design in order to find out the relationship between parents low income status and their children academic performance in senior secondary schools in Talata Mafara Local Government . The study was conducted using survey research design. Sambo (2015) define survey design as collection of sample opinion, attitude or feeling in order to estimate the total or overall situation. This was done using questionnaire and interview. The design was suitable for this research work since the study seek information from the teachers, parents and students of selected secondary schools in Talata mafara local government area in Zamfara state.

3. RESULTS

Research Question 1: How does families level of income affects students' academic performance in public schools in Talata Mafara local government area?

To answer this research question, the data collected for parents' income is presented in table 1 below:

Table 1: Parents' Income and Students' Performance

Parents' Income (NGN)

Students' Performance

Income	Rate & (%)	A	B	C	D	E	F	Total
1000-	Count	0	0	4	7	4	10	25
20000	Within	0	0	16%	28%	16%	40%	100

21000-	Count	20	80	65	20	10	5	200
40000	Percentage	10%	40%	32.5%	10%	5%	2.5%	100
41000-	Count	40	46	39	20	5	0	150
60000	Percentage	26.7%	30.7%	26%	13.3%	3.3%	0	100
61000-	Count	45	50	25	5	0	0	125
above	Percentage	36%	40%	20%	4%	0	0	100
TOTAL		Total	Total	Total	Total	Total	Total	
	Count	105	176	133	52	19	15	500
	Percentage	21%	35.2%	26.6%	10.4%	3.8%	3%	100

Table 1 above shows that increasing income of parents enhanced the academic performance of students since percentage of students with D (pass), C (good) and B (very good) increased with increasing income of parents. Also, only within the higher income range of 41,000- 60,000 and 60,000 above is the grade A (excellent) found.

Research Question 2: How does parents employment status affects students' academic performance in public schools in Talata Mafara local government area?

To answer this question, the result of the parents' occupational type and students' academic performance is shown in Table 2 below:

Table 2: Parents' Occupation and Students' Performance

Parent occupation	Rate & (%)	A	B	C	D	E	F	Total
No formal employment	Count	0	0	0	10	25	20	55
	Within	0	0	0	18.1%	45.5%	36.4%	100
Peasant	Count	0	5	20	103	50	20	198
	Percentage	0	2.5	10.1%	52%	25.3%	10.1%	100
Nomad	Count	0	10	15	27	7	8	67
	Percentage	0	14.9%	22.4%	40.3	10.4%	11.9%	100
Formal employment	Count	50	65	60	5	0	0	180
	Percentage	27.8%	36.1%	33.3%	2.8%	0	0	100
TOTAL		Total	Total	Total	Total	Total	Total	

	Count	50	80	95	145	82	48	500
	Percentage	10%	16%	19%	29%	16.4%	9.6%	100

Table 2. shows that the performance of students of parents with formal employment is better than that of peasant parents, nomads and those without any formal employment. This is evidenced by the fact that only within this category do we see students with the A (excellent) grade among all the occupations. These parents are more likely to be involved in the education of their children.

4. FINDINGS AND DISCUSSION

The first research objective seeks to find out the socio-economic background of students in public secondary schools around Talata Mafara metropolis. To determine the socio-economic backgrounds, parents' level of income, parents' level of education, and parent's occupation were key factors considered. It was revealed from findings that 81.5%, or more, of the students are from either the low or lower-middle income group. The maximum level of education attained by majority of the student's parents is secondary school while majority of the students come from a background of peasant farming and non-formal employment.

The second research objectives which measures on the influence of socio-economic status on students academic performance, It was discovered that; high income parents are more involved in their children's education than low income parents, Students who come from poor family background have lower self-esteem than those from rich families, Parents from low socio-economic backgrounds struggle financially to cater for educational needs. Parents with higher level of education are able to set conducive learning environment at home than those with lower. Students whose parents are in formal employment exhibit better academic performance than those whose parents are in informal employment. Parents in informal employment struggle to cater for their children's educational needs than those in formal employment.

5. CONCLUSION

From the findings of this research, it is evident that to a great extent, the low income status of parent has effect on the academic performance of students in secondary schools around Talata Mafara metropolis. In every class all the students cannot perform well and all cannot perform poorly several studies has been conducted on the factors that causes the difference in this performances. In this study it was found that student from high income background performs better and the students that are from a low income background have poor performance. This is because higher income parents are able to pay school fees in time, avail the necessary learning materials, and set a more conducive learning environment at home unlike low income parents who do not have financial ability to cater for students' educational needs. Parents with high level of education highly appreciate the value of education and thus set a more conducive learning environment for their children and can help their children with assignments/homework as compared to their counterparts with lower educational level. Students whose parents are in good formal employment exhibit higher academic attainments than those whose parents practice nomadic, peasantry or non-employed.

6. RECOMMENDATION

On the basis of the findings, the researchers proffer the following recommendations:

1. Due to low parents' income as established in this study the researcher recommended that the government should provide bursary allocation to the students from poor families to retain them in school and enhance their academic performance.
2. Government should also intervene by providing learning materials to students from a low socio economic background, example note books, text books, uniforms etc.
3. The researchers found out that most parents were peasant farmers who earn very little income per month. In light of this fact it was recommended that the government should boost the economic status of households in Talata Mafara Zamfara State through investing in more income generating projects.

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