Unizik Journal of Educational Management and Policy (UJOEMP), Vol. 6, No. 3, July, 2024.
----------ISSN: 2276-7630. https://journals.unizik.edu.ng/ujoemp ----------

INVESTIGATION ON HOW POVERTY AMONG PARENTS INFLUENCES THE ACADEMIC PERFORMANCE OF STUDENTS IN SECONDARY SCHOOLS IN ANAMBRA STATE, NIGERIA

Ikebudu, Chinelo Catherine
Department of Arts and Social Science Education
Chukwuemeka Odumegwu Ojukwu University, Anambra State, Nigeria
E-mail: cc.ikebudu@gmail.com

Abstract
This research work presents the investigation on how poverty among parents influences the academic performance of students in secondary schools in Anambra state, Nigeria. It was carried out in five schools in Awka Education Zone of the State. This research question guided the research. The simple random sampling technique was adopted in gathering the relevant data using percentage as the statistical method. Fifty questionnaires were administered. The study revealed among others that all students belong to a socio-economic class; it also revealed that students from poor parents are not well provided for with school uniform and learning materials and that student from low income parents behave better than those from high income parents. Recommended by the researcher is creation of job opportunities by the non-governmental organization (NGOS), individuals and Government agencies. At all level, Government should encourage equal education opportunity to empower children from low income status.

Keywords: Poverty, Academic Performance, Secondary Schools.

Introduction

Education is a lifelong activities, it is what happen to a child from the date of birth to the time of death. In the school learners are usually exposed to programmes, somehow the attitude or reactions of learners to those programmes vary appreciable. Furthermore, the school is an organized, systematic institution for formal education. It is a small society in a large one. A number of factors in the large society directly influence education; they include the political factors, economic index, religious issue and socio:-economic status. These factors and of course many more others directly or sometimes indirectly influence education. This is so because there is no clear cut demarcation between school and the large society. Some of these factors have positive, negative or both influence on the study habits. Sogbetan (1981) and Hassan (1983) among it others have examined the cause of poor academic performance among secondary school students. Some of the factors identified are intellectual ability poor study habit, achievement motivation, lacking of vocational goal low self concept low socio -economic status of the family, poor family structure and anxiety. The consequence of these include individual in school and low level of educational standard.

A day sketch publication on cause and cure of poor performance at west African school certificate examination (WASCE) in 2006 identified and categorized problems responsible for teachers inadequate facilities in the school, problem traceable to students, problems caused by parent and society at large, problem of government policies and low funding of the education sector. (Ajila and Olutola 2007). Poor parental care with gross deprivation of social and economic needs of a child usually yield poor performance in academics. On the other hand where a child suffers parental and maternal deprivation and care due to divorces' or death or absconding of one of the parent, the child's schooling may be affected as the mother alone may not be financially buoyant to pay school fees, purchase books and uniforms, such child may play truant, thus his performance in school may be adversely affected. Shittu (2004).

Johnson (1996) lamented that parent become poor due to series of socio-economic and hard educational measures and policies such as structural adjustment programme (SAP) austerity measures, universal primary education (UBE), and devaluation of the naira such that they can status coupled with high rate of paternal and maternal deprivation of students' academic needs, which was

necessitated by poor socio-economic situation of the country, has thrown many farmers and old rural dwellers into untold financial problems such as poverty, lack of money to purchase necessary textbooks and working materials for their kids. Also many rural and suburban dwellers can no longer pay the school fees of their children. This ugly situation have promoted young students to dropout of the school to engage in subsistence farming and become house maids, or engage in other menial jobs to support their academic pursuit. Danesy (2004) complimenting environmental and socioeconomic factor to produce high academic' achievements and performance include good teaching, counseling, good administration, good seating arrangement and good building. Dilapidating buildings, lacking mental stimulating facilities that are characterized with low or no seating arrangement will also be destructive. Parents from high and middle social-economic status try to provide their children with these factors mentioned by Danesy, students from these classes are normally ahead of their fellow students who come from poor parentage or *low social-economic* status.

Socio-economic status could influence the formation of peer group which in influence study habits. This is because the type of home a child comes from determines the kind of peer group he joins. Some parents want children of, education conscious parents to make friends with their own children to ensure that whenever they meet they must have time to discuss things that concern their school work apart from other activities they might like to engage themselves in. Farrant (1964) observed that the reside allocation of the family, good or poor relationship amongst members of the family influences students habit. Polygamous families, family size, lack of textbooks or learning material and ignorance among the parents have negative influence on the learning of their children. If a child is happy, he learns faster and better:

Language is a very important tool of learning. If a student does not grow up in an environment where the foreign language English, which is used in writing all textbooks except the once written with various mother tongues is being used, it affects the students rate of learning or study habit. One has to understand what is being taught before one learns; socio-economically advantaged students in secondary schools tend to understand faster and better any lesson taught in English language, this is because they started speaking English as early as when they started speaking their words and during their nursery education up to the secondary school level and even the highest level of education.

The issue is whether socio-economic status of parents influences their children's study habit at secondary school level. It has established that education is finance intensives. This is to say that acquisition of education cannot be cheap. It presupposes therefore, that the material well being of parents can influence the study habit of their children in one way or the other. This research is aimed at finding out whether or not socio-economic status of parents has any influence on the study habit of their children in school. The above background gave rise to the proven deficiencies in the performance of students due to poverty among some parents of the students which have caused problems such as diseases, frustration, and poor performance. This study is significant as it will create awareness on the part of the parents, teachers and the part of students as regard to the influence of wealth on learning.

Statement of the Problem

It has established that education is finance intensives. This is to say that acquisition of education cannot be cheap. It presupposes therefore, that the material well being of parents can influence the study habit of their children in one way or the other. This research is aimed at finding out whether or not poverty among parents influences the academic performance of students in secondary schools. This is evident in the study of Asiegbu & Ezeugbor (2018), which revealed that, low socio-economic status coupled with high rate of paternal and maternal deprivation of students academic needs have promoted young students to dropout of school, to engage in subsistence farming and become housemaid or engages in other menial jobs to support their academic pursuit. This problems identified made it more worthy to investigate the influence of poverty among parents on the academic performance of their children (students) in secondary schools.

Purpose of the Study

Influence of poverty among parents on the academic performance of their children (students) in secondary schools.

Scope of the Study

The work is delimited to the following public secondary schools in Awka education zone thus:

1. Girls' high school Agulu, Anaocha Local Government Area.
2. Community secondary school Mgbakwu, Awka North local government area.
3. St John of God secondary school Awka, Awka south local government area.
4. St Mary's High School Ifitedunu, Dunukofia local government area.
5. Nnamdi Azikiwe secondary school Abagana, Njikoka local government area.

Research Questions

Does poverty among parents influence the academic performance of student in secondary schools?

Methods

This study which is on influence of poverty among parents on the academic performance of their children (students) in secondary schools, adopted a descriptive survey design. The study was carried out in Awka education zone. The population consist of the entire teachers of all the secondary schools in Awka Education zone which consist of about 1512 teachers. The sample of this study consists of 250 teachers drawn from 5 secondary schools in Awka education Zone. The selection of the sample size was achieved using simple random sampling techniques. A total of fifty teachers both male and female were selected from each of the five secondary schools in each of the 5 local Government area in Awka Education zone through sampling. The major instrument used for data collection was questionnaire, with 20 items, divided into five sections, A to E. The draft copy of the instrument was validated by three lecturers from the faculty of Education, Nnamdi Azikiwe University Awka. The reliability of the instrument was also determined using test retest method involving 20 teachers from St. Monica;s College Ogbunike, which is outside the study area. Percentage was used to analyze the data. The result of the analysis yielded a value of 70%. This value was considered high enough for the instrument to be used for data collection. Questionnaire was given to the respondents by the researcher and two other friends employed as research assistants. This is to facilitate easy collection and distribution instructions were given to the respondents on how to fill the Questionnaires. The total 250 copies of questionnaire distributed were collected from the respondents yielding a return rate of 100%**.** The data obtained from the respondents were organized, tabulated and analyzed using percentage (%) as the statistical method. Inference and generalization were made through the percentage of the respondents' answers.

RESULTS

Table One: Student From Low Income Families

QUESTIONNAIRE ITEMS	SA 4	%	A 3	%	D 2	%	SD 1	%	U 0	%	DECISION
All students belong to a socio-economic class	200	80	30	12	20	8	-	-	-	-	Agreed
Students from poor class (parents) are well provided for with learning materials	30	12	20	8	150	60	40	16	10	4	Disagreed
Students from poor parents are better provided for with school uniform	-	-	30	12	170	68	45	18	5	2	Disagreed
Student from poor parent perform well academically in class than student of rich parent	-	-	10	4	40	16	200	80	-	-	Disagreed
Behaviorally children from low	50	20	170	68	28	11.2	-	-	02	08	Disagreed
Socio-economic status are better than those from high socio-economic status											
Total			A 540	% 43.2		D 693	% 55.444		U 17	% 1.36	Total 1250

From the table, it is observed that the respondents strongly agreed that all students belong to a socio-economic class; they also observed that students from poor parents are not well provided for with school uniform and learning materials. It was equally agreed that students from low income parents

behave better than those from high income parents. From the table, the total number of 540 respondents out of 1250 responded to agreed, while 693 disagreed, 17 are undecided. The percentages are as follows respectively 43.2%, 55.44%

Discussion of Findings

Does Poverty Among Parents Influence the Academic Performance of Secondary School Students?

The respondents strongly agreed that all students belong to a socio-economic class. They disagreed that student from poor parents are better provided for with learning materials as shown by 60 percent out of 96 percent as 4 percent of the respondents gave no response. 68 percent of respondents out of 98 percent as 2 percent recorded nil responses disagreed that students from poor parents are better provided for with school uniform. 80 percent of the respondents strongly disagreed that student from poor parents perform well academically than students from rich parents.68 percent out of 92 percent as 8 percent received nil response agreed that behaviorally, children from low socio-economic status are better than those from high socio-economic status.

The above observation agreed with the finding of sogbetan (1981) and Hassan (1983) which identified the following factors as the cause of poor performance; low self-concept, low socio-economic status of the family, poor family structure and anxiety. Ipaye (1996:91) reiterated the effects of poverty of the parents on the Nigerian child. He observed that poverty syndrome imposed by economic church, maladministration, corruption and emergency among parents/ workers. They in turn have not been able to provide adequately for the basic functional, social and academic needs of the students. The observation by respondent also agreed with the finding of Brookover and Erickson (1976) that educational opportunities, residential areas, socio-economic status of parent and their level of education, affect students' academic attainment or study habit.

Conclusion

Having gone through the respondents' reactions, proper analysis of the findings/submission, the researcher hereby conclude as follows;

1. Students from low income parents are not well provided for with learning materials, school uniform and therefore do not perform well in the class.
2. Students from poor parents are better behaved than those from rich parents. Dropout from school is higher with students from low socio-economic status than students from high socio-economic status.

Recommendations

The researcher humbly recommend that the following actions must be embarked upon to reduce the problems encountered by children from low income status.

1. Job opportunities should be created by governments, NGOS, wealthy Nigerians to reduce or scrap low income status in the society.
2. Government at all levels should encourage equal educational opportunities for all children by empowering children from low income status.
3. Enlightenment campaign/Programme must be intensified for the parents to understand the importance of education.
4. The government should make education free in secondary schools to enable those from low socio economic status benefit.

References

Ajiola C. and Olutota, A. (2007) Impact of parents socio-economic status on university students→ academic performance. Ife Journal of educational studies 7 (1): 31-39.

Asiegbu, E.C & Ezeugbor, C. O (2018). Relationship between the socioeconomic status of parents and academic performance of students in Onitsha north local government area of Anambra state, Nigeria. *Journal Plus Education, ISSN: 1842-077X, E-ISSN (online) 2068-1151 Vol XIX No. 1 pp. 166-175* (http://www.uav.ro/jour/index.php/jpe/article/view/994)

Boocock, S.S (1972). An introduction to society of learning in Dibey et al. An introduction to the sociology of Nigeria Education London Macmillan Publisher.

Danesy A.H. and Okediran, A. (2002) Etiological factor and effects of street working Behavior among Nigerian youth. Journal of social problem school of art and social science F.C.E. (special) Oyo vol.2 No 1.

Danesy A. H (2004) Psychosocial determinates of academic performance and. vocational learning of student with Disabilities in Oyo state unbpolished PhD thesis University of Ibadan

Farrant, J.S (1964) Principles and practice of education, London longman publishers.

Ikebudu, C. C (2024) Utilization of Management Information Systems in Teaching of Economics in Public Secondary Schools in Anambra State, Unizik Journal of Educational Management and Policy (UJOEMP), Vol. 6, No. 2, April, 2024

Johnson, A.O (1996). Theoretical model of economic nationalism in developing states London George Allen and Undwin.

Mba P.O (1991). Element of special education Ibadan. Cedal publication.

Shittu M.R (2004). Socio-economic determinants of academic performance of secondary school students in Nigeria university of Ilorin. An unpublished B.ED Project 23.

United states Department of education (2000) Washington D.C.

Appendix

DISTRIBUTION OF SAMPLES

NAMES OF SCHOOLS	NO OF RESPONDENTS	PERCENTAGE
Girls high school Agulu, Anaocha Local Government Area.	50	20
Community secondary school Mgbakwu, Awka North Local Government Area.	50	20
St John of God secondary school, Awka South Local Government Area.	50	20
St Mary¬s high school Ifitedunu, Dunukofia Local Government Area.	50	20
Nnamdi Azikiwe Secondary school, Abagana Njikoka Local Government Area	50	20
Total	250	100%