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INFLUENCE OF PARENTAL SUPPORT AND SOCIO-ECONOMIC STATUS ON ACADEMIC ACHIEVEMENT OF SENIOR SECONDARY SCHOOL STUDENTS IN GWALE ZONAL EDUCATIONAL DIRECTORATE, KANO STATE

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Abstract

The study examined the Influence of Parental Support and Socio-Economic Status on Academic Achievement of Senior Secondary School Students in Gwale Zonal Educational Directorate, Kano State Nigeria. four research objectives with two corresponding research questions and two hypotheses were formulated to guide the study. An ex-post facto research design was employed for the study. The population of this study comprised all SS II Senior Secondary School Students in Gwale Zonal Education Directorate with a total number of 8,885 both male and female, out of which 370 students were selected as sample using a multi-stage sampling technique. The data were collected using two instruments; Parental Academic Support Questionnaire (PASQ) and Kuppuswamy Classification of Socio economic Status (KCSES). The data collection instruments were face validated by expert in Educational Psychology. Using Split Half method, the instruments were found to have reliability index of 0.81, and 0.77 for Parental Academic Support Questionnaire (PASQ), and Kuppuswamy Classification of Socio economic Status (KCSES) respectively. Also, an average mark English and Mathematics in the qualifying examination for 2023/2024 was used as a measure of academic achievement. To analyze the data Descriptive statistic of mean and standard deviation was used to answer research questions 1, and 2, also independent sample t-test was used to test hypothesis 1 and 2, The study revealed that most of the participants in the study area were found to have high levels of parental support; and Most of the students' parents were found to have high levels of socioeconomic status; the study founds no significant difference in academic achievement based on the levels of parental support from t-test analysis (t= .670, p = .503 p>.05).; the study found significant difference exist in academic achievement based on the levels of socioeconomic status from t-test analysis (t= 2.231, p = .026 p<.05). Based on these findings, the study concluded that Parental Support, and Socioeconomic Status

were found to be dominant in the study area, also Socioeconomic Status was found to influence Academic Achievement while contrary to this, Parental Support do not influence Academic Achievement. The study recommended among others that educational institutions and policymakers should continue to encourage and support parents in their involvement in their children's education. This could be achieved through workshops, seminars, and information sessions to enhance parental support.
Key words: Parental Support, Socio-Economic Status, Academic Achievement

Introduction

Educational success significantly impacts an individual's quality of life, with academic achievement serving as a key measure of this success. However, many students struggle with poor academic performance due to various influencing factors, including parental support (emotional, financial, and informational), socioeconomic status (income, education, and occupation), teacher qualifications, school location, and parental involvement. This study specifically examines how parents' socioeconomic status (SES) and parental support affect the academic achievement of senior secondary school students in the Gwale Zonal Educational Directorate, Kano State.

Academic achievement plays a crucial role in shaping adolescents' futures, particularly as they prepare for higher education and career decisions. Parents are instrumental in their children's development, influencing their academic attitudes and success (Chaudhry et al., 2015). According to Jeynes (2012), parental involvement determines whether children are motivated to excel academically or disengage due to lack of support. Parental support encompassing emotional, financial, and informational assistance enhances motivation and persistence, leading to better academic outcomes (Mih, 2013). However, the extent of this support is often shaped by parents' own socioeconomic backgrounds and experiences.

Socioeconomic status (SES), defined by income, education, and occupation, significantly impacts academic performance. Families with higher SES typically provide greater educational resources and psychological support, fostering an environment conducive to academic success (Benner, 2016). Conversely, low SES restricts access to learning resources, increasing stress and hindering achievement (Graetz, 2012). Research confirms that students from higher SES backgrounds perform better academically than their low-SES counterparts (Suleman et al., 2012; Farooq et al., 2011). Additionally, low SES is linked to behavioral issues, including juvenile delinquency, further exacerbating academic struggles (Ahmar & Anwar, 2013).

Given these findings, this study seeks to explore the extent to which parental SES and support influence academic achievement among senior secondary students in Gwale, Kano State, contributing to broader discussions on educational equity and student success.

Objectives of the study

The objectives of the study were to determine:

a) the levels of parental support of Senior Secondary School Students in Gwale zonal educational directorate, Kano state
b) the levels of socioeconomic status of Senior Secondary School Students in Gwale zonal educational directorate, Kano state
c) the differences in academic achievement based on the levels of parental support of Senior Secondary School Students in Gwale Zonal Educational Directorate, Kano state
d) the differences in academic achievement based on the levels of socioeconomic status of Senior Secondary School Students in Gwale zonal educational directorate, Kano state

Research Questions

In line with the research objectives, the following research questions were raised:

a) What are the levels of parental support of the Senior Secondary School Students in Gwale zonal educational directorate, Kano state?
b) What are the levels of socioeconomic status of the Senior Secondary School Students in Gwale zonal educational directorate, Kano state?
c) What are differences in academic achievement based on the levels of parental support of Senior Secondary School Students in Gwale Zonal Educational Directorate, Kano state?
d) What are the differences in academic achievement based on the levels of socioeconomic status of Senior Secondary School Students in Gwale zonal educational directorate, Kano state?

Research Hypotheses

For this study, the following hypotheses ware formulated below

$H_0$1 There is no significant difference in academic achievement based on the levels of parental support of Senior Secondary School Students in Gwale zonal educational directorate, Kano state.

$H_0$2 There is no significant difference in academic achievement based on the levels of socioeconomic status of Senior Secondary School Students in Gwale zonal educational directorate, Kano state.

Methodology

The research design for this study was ex-post–facto (causal comparative) design which was define by Cohen et al., (2007) as the research design that investigates possible cause and effect between two or more variables by observing an existing situation or state of affairs and searching back in time for possible causal factors. The researchers attempt to determine the causes, or reasons, for existing differences in the academic achievement based on the levels of parental support and socioeconomic status.

The population of the study is made up of SS II students across the twenty-four (24) senior secondary schools in Gwale Education Zone, Kano State both males and females. According to the statistical data obtained from Gwale Zonal Education Quality Assurance (2024), there were eight thousand eight hundred and eighty-five (8,885) SS II students across the twenty-four (24) senior secondary schools under Gwale Education Zone made up of 4066 males and 4819 were females. The sample of three hundred and seventy (370) was used for this study using Multi-stage sampling techniques. This sampling was conducted in four stages; the first stage is the selection of Gwale Educational Directorate, the second stages is the selection of twenty four (24) Senior Secondary Schools, the third stage is the selection of twelve (12) Senior Secondary Schools using hart and draw methods, the fourth stage is the selection of individual SS II students proportionately from the selected twelve (12) schools.

Two adapted instruments were used for data collection namely; Parental Academic Support Questionnaire (PASQ) developed by Muthee and Thomas (2009), and Kuppuswamy Classification of Socio economic Status (KCSES) devised by Kuppuswamy (1976). Both the instrument were validated and pilot tested using split halve method the result were correlated and the reliability of 0.81 and .92 were found respectively. The instruments are 5-point Likert scale, it has section A and B, section a consist of students' personal information and section B consist of 20 items measures the levels of student's parental support and the levels of parents socioeconomic status.

The total score for each respondent was calculated, the maximum scores for the scale was determined by multiplying the highest weight of 5 by the total number of items (20), which gave 100 and the minimum was 20 when the lowest weight of 1

is multiplied by 20 items. In addition, high or low parental support scores was determined by adding the total of the lowest 20 and highest 100 which gave 120 divided by 2 which gave 60. Therefore, students with parental academic support scores ranging from 60 to 100 will be considered to be high in parental support and below 59 were low in parental support. This scoring procedure is also applied to the other instruments.

The academic achievement was determined by calculating the average marks each student scores in the English and Mathematics of the senior secondary school qualifying examination (SSQE),

Result

Table 1: Levels of Parental Support

Parental Support	N	%	Mean	Std. Dev.
High	256	69%	69.79	8.786
Low	114	31%	51.39	8.369
Total	**370**	**100%**		

Source; - fieldwork (2024)

Table 1 indicate that 256 participant with 69.79 mean were found to have a high level of parental support, while 114 participants with 51.39 mean were found to have a low level of parental support. This implies that the majority of the respondents in the study area were found to have high levels of parental support.

Table 2: Levels of Socioeconomic Status

Socioeconomic Status	N	%	Mean	Std. Dev.
High	219	59%	14.42	2.258
Low	151	41%	9.42	1.958
Total	**370**	**100%**		

Source; - fieldwork (2024)

Table 2 indicate that 219 participant with 14.42 mean were found to have a high level of socioeconomic status, while 151 participants were with 9.42 mean were found to have a low level of socioeconomic status. This implies that the majority of the respondents in the study area were found to have high levels of socioeconomic status

Table 3: t-test of Differences in Academic Achievement base on high and low levels of Parental Support

Parental Support	N	M	SD	df	t	Sig
High	256	50.83	13..095	368 .670		.503
Low	114	49.39	13.435			
Total	**370**					

An independent sample t-test was computed to examining the difference in academic achievement based on the levels of Parental Support among Senior Secondary School Students in Gwale Zonal Educational Directorate, Kano state. From the table above, those student having high parental support were having a mean score of (M= 50.83) while those having low parental support were having a mean score of (M = 49.39). On academic achievement, computed result from t-test analysis (t= .670 of p = .503 p>.05). Thus the null hypothesis which stated that there is no significant difference in academic achievement based on the levels of parental support among Senior Secondary School Students in Gwale Zonal Educational Directorate, Kano State is accepted and concluded that no significant difference exists in academic achievement between senior secondary school students from high and low parental support in Gwale educational directorate, Kano state.

Table 4: t-test of differences in Academic Achievement base on high and low levels of Socio-Economic Status

Socio-Economic status	N	M	SD	df	t	Sig
High	219	51.34	13.032	368 2.231		.026
Low	151	48.24	13.247			
Total	**370**					

An independent sample t-test was computed to examining the difference in academic achievement based on the levels of socioeconomic status of Senior Secondary School Students in Gwale Zonal Educational Directorate, Kano state. From the table above, those student having high parental socioeconomic status were having a mean score of (M= 51.34) while those having low socioeconomic status were having a mean score of (M = 48.24). On academic achievement, computed result from t-test analysis (t= 2.231, p = .026 p<.05). Thus the null hypothesis which stated that there is no significant difference in academic achievement based on the levels of Socio Economic Status of Senior Secondary School Students in Gwale Zonal Educational Directorate, Kano State is rejected and concluded that there is statistically significant difference exists in academic achievement between senior secondary school students

from high and low Socio Economic Status in Gwale educational directorate, Kano state. This decision was in favor of student with high socioeconomic status.

Discussion

The present study determines the Influence of parental support, and socio-economic status on academic achievement of Senior Secondary School Students in Gwale Zonal Educational directorate, Kano state. Nigeria The finding of this study are discussed and compared with empirical studies. These discussions are carried out based on the issues related to the present research questions and null hypotheses that guided the study.

According to the finding from research question 1 of this study, the majority of the respondents in the study area were found to have high level of parental support. This is because the highest level has a total number of 256 respondents with Mean of 69.79, and the lowest level is 114 respondents with Mean of 52.39. This finding is in line with the study of Yaseen and Rasheed (2017) who concluded that majority of the respondent in the study area were found to have high level of parental support, this is because 69 of the respondent were found to have high level parental support while 25 of the respondent were found to have low level of parental support.

Another, finding of this study from research question 2 revealed that the majority of the parents of the respondents in the study area were found to have high levels of socioeconomic status. This is because the highest level has a total number of 219 respondents with Mean of 14.42, and the lowest level is 151 respondents with Mean of 9.42. This finding is not in line with the study of Suleman et al. (2012) who concluded that majority of the respondent in the study area were found to have middle socioeconomic status, this is because 490 of the respondent were found to have low SES, 536 of the respondent were found to have middle SES and 474 of the respondent were found to have high SES. This disagreement may be due to the variation in the location, culture, and research design adopted by both of the researchers.

Another, finding of this study from hypothesis one revealed no significant difference in academic achievement based on the levels of parental support. This finding is in line with the study of Osei (2012) on the influence of parental support among secondary school students who concluded that there was no significant influence of parental support on student academic achievement. But, the finding is not in line with the studies of Nyarko (2011) on the relationship between parental support on education and the academic performance of senior high school students in the Ashanti Mampong Municipality of Ghana. The results of the study show a

significant positive relationship between parental involvement in education and students' academic performance. This disagreement may be due to the variation in the location, culture, and research design adopted by both of the researchers.

Another finding of this study from hypothesis two revealed that significant difference exists in academic achievement based on the levels of socioeconomic status among Senior Secondary School Students in Gwale zonal educational directorate, Kano state. This finding is in line with the study of Ahmar and Anwar (2013) who investigated the effects of gender and socio-economic status on academic achievement of higher secondary school students of Lucknow city Uttar Pradesh India. The result indicates that academic achievement was influenced by socioeconomic status and those who belonged to high socio-economic status showed better performance.

Conclusions

Based on the findings of this research, the present study concluded that parental support and socioeconomic status, were found to be dominant in the study area among senior secondary school students, in addition, socioeconomic status was found to influence academic achievement while contrary to this, parental support do not influence academic achievement of Senior Secondary School Students in Gwale Zonal Educational directorate, Kano state.

Recommendations

Based on the analyzed data and findings of the present study, the following recommendation originates from the study.

1. Since the majority of respondents in the study area were found to have high levels of parental support, it is recommended that educational institutions and policymakers continue to encourage and support parents in their involvement in their children's education. This could achieve through workshops, seminars, and information sessions to enhance parental support.
2. Given that most students' parents were found to have high levels of socioeconomic status, it is recommended that special attention should be given to students from lower socioeconomic backgrounds to ensure equal educational opportunities. Scholarships, financial aid, and support programs could be implemented to help bridge the gap.
3. Although no significant difference in academic achievement was found based on the levels of parental support, it is essential to continue promoting parental support as it has numerous other benefits for students. However, for academic achievement, the focus might need to shift towards addressing socioeconomic disparities.
4. As there is a significant difference in academic achievement based on the

levels of socioeconomic status, it is recommended that policymakers and educational institutions prioritize strategies to reduce these disparities. This may involve targeted support for students from lower socioeconomic backgrounds, such as mentorship programs, additional tutoring, or access to educational resources.

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