Sociological Analysis of Parental Variables and Students' Academic Performance in Calabar Municipal Council Area of Cross River State

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Abstract: This study determines the sociological analysis of parental variables and students' academic performance in senior secondary schools in Calabar Municipal Council Area of Cross River State. An ex-post-facto research design otherwise known as cause-and-effect research design was adopted for the study and 14 students selected as respondents from 10 secondary schools were to form a sample of 240 respondents. Researchers constructed a questionnaire titled Parental Variables and Students' Academic Performance Questionnaire" (PVSAPQ) was used for data collection. The instrument was validated by two experts, one from Educational Sociology and Administration and Planning with reliability coefficient of 0.86. The data collected were analyzed with mean to answer all research questions while the Pearson correlation coefficient was used to test hypotheses at 0.05 significant with the aid of Statistical Package for the Social Sciences (SPSS) version 22.5. It was found that there is a strong positive association between parents' level of education and students' academic performance. The study recommended that media and government should play active roles in informing illiterate parents about the importance of education in today's world. They should enrich the horizons of knowledge of ignorant parents through media orientation such as radio and television programmes and make them realize that education is as necessary for them as for their children.

Key Words: Sociological, Parental Variables, Academic Performance and Calabar Municipal

I. INTRODUCTION

Sociologically, education is considered one of the best legacies a nation can bequeath to its future generation. This is because the development of any nation depends on the educational attainment of its citizenry and the quality of education of such a nation. Education does not only provide knowledge and skills but also inculcates values in students. It prepares individuals to be responsible citizens through life-long learning. Cultural heritage and values are transmitted from one generation to another through education (Muhammed, 2012). In any sane society, the first responsibility of any parent is to train the child in the best way as set by such a society. This is congruent with the common assertion by sociologists that education can be an instrument of cultural change which is being taught from home and transmitted from generation to generation.

It is generally believed that the sociological variables of the parent have a direct impact on the academic performance of the students. Parents are one of the most important and influential elements in the lives of their children. Parents possess the power to shape, sustain, develop, and influence their children's interests, creativity, and decision-making, through positive involvement in learning activities. Parental sociological variables include parental involvement in students learning, parents' educational background, parental income, family size, and home background or environment.

Parental involvement in students' learning comes in different forms such as providing the requisite parenting in the home, creating a safe and learners friendly environment, intellectual stimulation, parent-child discussion, educational values, and good citizenship and participation in the work of the school, and participation in school governance. Desforges and Abouchaar (2003) believed that parents who do not involve in their children's educational process are also considered to be capable of repressing and destroying the motivation and ability of their children through neglect and indifference to their performance. It is on this basis that the Jomtien conference on Education for All (EFA) of 1990 accredited that many nations in the world must ensure efficient management of education by involving the local communities including parents. However, students' academic performance in Calabar has been declining from time to time. This is evidence in the Chief Examiners Report of results of public examinations (WAEC, 2015-2021) had shown a decline in the percentage of passes in all subjects.

The home background is another sociological determinant that plays a significant role in a young child's orientation to education, although it is a complex of economic, social, cultural, and even personal factors. Ojimba (2013) opined that parental background is associated with socioeconomic status and is measured by an index that includes information describing the family structure, parental education, and occupation. This shows that everybody in a certain society belongs to a category or class in a community with or without the making of the individual. The category of students from low-income homes hardly has enough money to pay their school fees at the beginning of the school term, and therefore,

is faced with the fear of being asked to go home for non-payment of fees (Aiken & Barbarin, 2008). Some students 'throughout their school careers are haunted by the fear of dismissal for being in arrears in the payment of their fees' (Abdullahi, 2016). This situation could create anxiety in the students that may psychologically unsettle such students in school and may affect students confidence level, reduces their concentration, and subsequently affects their level of academic performance.

Within a family, high fertility may lead to a shortage of food and clothes, health problems, overcrowding of family, and the like. This, the influence of family size on the academic performance of students, larger family sizes seem to be indicated to some degree as causes of the below-average performance of students from working-class backgrounds (Nongugwa, Akaa, & Shimave, 2018). Reardon (2011) noted that financial difficulties that drive students from less affluent backgrounds into part-time or full-time employment to finance their education usually have a negative impact on learning outcomes. The reason is that some of these students must look after themselves so from time to time they are absent themselves from school to work to get some money to pay their school fees and buy other educational needs.

Besides the financial challenges, students from large family sizes and low-income homes are equally disadvantaged in terms of their home environment which inadvertently affects their general academic output in school. This stems from the fact that educational attainment is directly associated with students' social and cultural differences in the home environments (Wiggan, 2007).

Another sociological determinant that could affect students' performance is students not having well-educated adults at home to inspire them by way of providing information on how to progress in educational activities. When students have role models around them, they are motivated to keep their educational dreams alive by working hard. Jerrim and Micklewright (2009) in a study revealed that 'children's educational outcomes vary with their parents' socioeconomic background'. The variation in students' parental background may affect the students directly or indirectly in their educational pursuits and as such, create an unequal playing ground for students from low socio-economic homes. This has instigated the researchers to undertake this study to stress the need for conscious political and economic actions that bring about equal educational opportunities for all students.

Parents' occupation is another factor that is related to the home background of the student. Parents of different occupational classes often have different styles of child upbringing, different disciplining styles, and different ways of reacting to children's misbehaviour. Academic performance according to Josh (2010), is defined as knowledge acquired and skills developed in school subjects, generally indicated by marks obtained in tests in an examination. Academic performance means the achievement a student makes in school namely, his marks in the examination, which is the criterion for the achievement of a student.

II. STATEMENT OF THE PROBLEM

There has been an increasing awareness of recent on the interrelated nature of various variables on humans such as socioeconomic background and home education environment. It is a general belief that parental socioeconomic background has much to contribute to the student's academic performance. But the assumption that the higher the socioeconomic performance of parents, the higher the students' academic performance is questionable, debatable, and arguable, because students whose parents did not attend any level of education, have no reasonable income, and have no good occupation equally have high academic performance. This contradicts the findings of numerous researchers that socioeconomic status and the education environment of the home have a high positive correlation with the student's academic performance. This has necessitated a gradual shift away from single-variable studies to studies that investigate the combined effect of related variables. Most of the studies carried out on socioeconomic background used only two variables, that is, one predictor and one criterion.

Students from low-income homes hardly have enough money to pay their school fees at the beginning of the school term, and therefore, are faced with the fear of being asked to go home for non-payment of fees. This type of anxiety affects students psychologically and unsettles them in school. These situations sometimes force some students to drop out of school and those who do not drop out have to contend with high levels of absenteeism which does not promote effective and quality learning in school. Forsyth and Furlong (2013) noted that financial hardships that drive students from less affluent backgrounds into part-time or full-time employment to finance their education usually have a negative impact on coursework'. The reason is that some of these students must look after themselves so from time to time they are absent themselves from school to work to get some money to pay their school fees and buy other educational needs.

Besides the financial challenges that they face, this class of students is equally disadvantaged in terms of their home environment which inadvertently affects their general academic output in school. This stems from the fact that educational attainment is directly associated with students' social and cultural differences in the home environments (Sean, 2013). Earlier Ibebuike (2006) noted that many students even as far back as their primary school time, lack the resources to a meaningful degree and this has led to a continuous general poor performance at the senior secondary school level. Does that suggest a likely association between the sociological status of parents and students' academic performance at the senior secondary level in Cross River State, Nigeria? To what extent is this relationship? This study is poised to investigate this phenomenon.

Purpose of The Study

The study determines the sociological analysis of parental variables and students' academic performance in Calabar Municipal Council Area of Cross River State. In specific terms, the study objectives are to find out:

i) the influence of parents' education on students' academic performance
ii) the influence of parents' occupation on students' academic performance
iii) the influence of family income on students' academic performance
iv) the influence of the home background on students' academic performance

Hypotheses

1. There is no significant relationship between parents' education and students' academic performance
2. Parents' occupation is not significantly related to students' academic performance
3. There is no significant relationship between family income and Students' academic performance

III. METHODS AND MATERIALS

Research Design

This study employed an ex-post-facto research design otherwise known as a cause-and- effect research design. This design according to Simon and Goes (2013) involves investigation after the fact has occurred without interference from the researcher. They further stated that it is a substitute for true experimental research and can be used to test hypotheses about relationships where it is not practical or ethical to apply a true or even a quasi-experimental design. In the same vein, Cohen, Manion, and Morrison (2017) describe the ex-post facto design as that in which a researcher examines retrospectively the effect of a naturally occurring event on a subsequent outcome to establish a causal link or relationship between them. It is in this regard that the researcher chose the design to determine how parental variables impact students' academic performance in senior secondary schools.

Population and Sample

The population consists of all Senior Secondary Schools (SS1) students in all the public secondary schools in Calabar Municipal council area of Cross River State. The researcher had chosen to use senior secondary one because, at this level, students would be able to identify and explain the influence of effective study habits on their academic achievement. There are twenty-two (22) public secondary schools in the local government area with a total of thousand, four hundred and five students (1405) for the 2016/2017 academic session. Two hundred and forty (240) Senior Secondary one students, out of one thousand, four hundred and five (1405) were selected from ten sampled schools, representing 17.1% of the total population of one thousand,

four hundred and five (1405) students which include both Male and Female students within the ten schools sampled.

Sampling Techniques

The selection of the schools for the study was done using a simple random sampling technique. The names of the schools were written on pieces of paper. These pieces of paper were folded and thoroughly mixed in a box after which the researcher picked them one after the other. The names of the schools picked through this method were recorded and accepted as selected schools. This procedure was equally adopted in the selection of the 204 respondents for the study without replacement. This method of sampling is the best approach used in this study as it allowed chance alone to determine those included in the sample, removing any possibility of selection bias.

Instrument For Data Collection

The instrument used for data collection was a researcher-made questionnaire, titled, "Parental Variables and Students' Academic Performance Questionnaire" (PVSAPQ). Also, the students' terminal results were used in addition to the responses from the questionnaire. The use of these instruments became more imperative because of the large number of respondents and secondly, the characteristic difficulty involved in using the online methods in Nigeria.

The Parental Variables and Students' Academic Performance Questionnaire (PVSAPQ) is an instrument with two sections. Section A contains 6 items that addressed the demographic data of the respondents such as sex, age, and school family types among others. While section B contains the analytic items used to generate data to test the hypotheses formulated. The respondents will be asked to tick ($\sqrt{}$) the option that best expresses their opinion on the issues provided in the questionnaire. In scoring the questionnaire, the following values will be attached to the opinions: SA= 4, A= 3, D= 2, SD = 1, and the reverse will be the case if the statement is negatively stated.

Experts in Educational Sociology and Administration and Planning validated the questionnaire. The corrections and modifications that were suggested by the Lecturers were incorporated into the final copy of the questionnaire. The internal consistency reliability estimate was determined using K – R 20 formula and 0.86 was obtained and was considered high enough for the instrument.

IV. METHOD OF DATA ANALYSIS

The hypotheses formulated were tested with Pearson Product Moment Correlation (PPMC) statistic using the statistical package for the social sciences (SPSS) version 2.5. at .05 level of significance. Pearson's product-moment correlation coefficient (R) formula is

$$R = N\sum xy - \sum x \sum y / N\sum x2 - (x2)[N\sum y2 - (\sum y2)]$$

Where x are the scores for test 1,

y the scores for test 2,

N is the number of pairs of data and

∑ the summation of the test scores.

*Research Hypothesis One***:** There is no significant relationship between parents' education and students' academic performance s

Table 1: Correlation Analysis of Parents' Income and Students' Academic Performance

Variables	N	$\overline{(x)}$	SD	Df	Cal. r-value	Crit. Value	Decision
parents' education	240	3.3515	40.276				
				238	. 0.75	.047	Rejected
academic performance	240	3.1293	57.031				

From Table 1, the correlation value is 0.75 and the P value is .047. Since the P value (0.047) is less than 0.05. This implies that there is a strong positive association between parents' income and students' academic performance. It further means that an increase in parents' income has a significant increase in the student's academic performance and vice versa.

*Research Hypothesis Two***:** There is no significant relationship between family income and Students' academic performance

The researchers computed Pearson Correlation to establish the relationship between parents' level of education and students' academic performance based on the students' responses/opinions in Table 1. The results are presented in Table 2:

Table 2: Correlation Analysis of Parents' Level of Education and Students' Academic Performance

Variables	N	$\overline{(x)}$	SD	Df	r=value	Crit. Value	Decision
family income	240	3.3083	46.260				
				238	.82	.007	Rejected
academic performance	240	3.1293	57.031				

From Table 2, the correlation value is r=0.82 and the P=value is 0.007, Since the P value (0.007) is less than 0.05, we reject the null hypothesis and conclude that there is a strong positive correlation between parents' level of education and students' academic performance.

*Research Hypothesis Three***:** There is no significant relationship between parents' occupation and students' academic performance in Calabar Municipal of Cross River State.

Pearson Correlation was computed to find out the relationship between parents' occupation and students' academic performance based on students' responses to the statements given in Table 3. The findings are presented in the Table 3:

Table 3: Correlation Between Parents' Occupation and Students' Academic Performance

Variables	N	$\overline{(x)}$	SD	Df	r=value	Crit. Value	Decision
Parents' occupation	240	3.2400	41.271				
				238	.0.89	.015	Rejected
Academic performance	240	3.1293	57.031				

From Table 3, the correlation value is r=0.89. and the P value is .015, Since the P value (.015) is less than .0.89, we reject the null hypothesis and conclude that there is a very strong positive correlation between parents' occupation and students' academic performance.

V. DISCUSSIONS

The finding revealed that parent income had a significant coefficient with p-value = 0.001. This implies that parents' income level is positively correlated with students' academic performance. The correlation coefficient of the relationship between parents' income and students' academic performance from this study is +0.75 from students' opinions and +0.95 from teachers' opinions. This means that there is a strong positive correlation between parents' income and students' academic performance in Calabar Municipal. In other words, an increase in parents' income enhances students' academic achievements. The finding corroborates Reardon 's (2013) study who found that the parents' low ability to finance education, coupled with the poor status of physical and instructional resources were inhibiting factors to students to academic achievement and attainment.

The study also revealed that parents' working hours have directly related to their involvement in their children's education. Parent education level had a significant coefficient of r=0.82. The findings from the study also indicated that a unit increase in parents' education would result in an improvement in student performance. This means that there is a strong positive correlation between parents' level of education and students' academic performance. The finding has little similarities to Nongugwa, Akaa, and Shimave's (2018) assertion that parents' educational background and impacts of parents' income on the academic achievement of students in secondary schools.

The result further revealed that parent occupation had a significant coefficient with r=0.82. The findings further revealed that a unit increase in parents' occupation would result in an increase in students' performance. Finally, the correlation coefficient for the relationship between parents' occupation and students' academic performance is +0.89 from students' opinions. Nongugwa, Akaa, and Shimave (2018) in a study conducted in Konshisha Local Government also found that strong non-significant negative correlation between the occupation of parents and the ability to finance education, that there is a significant positive correlation between good parent-teacher relationship and the involvement in their children's academic achievement.

VI. CONCLUSION

The study revealed that parental sociological variables such as level of education, level of income, and home background have a significant influence on students' academic performance in Calabar Municipal council area of Cross River State. Therefore, parents that are earning appreciable income can take absolute responsibility for their children's education compared to parents that earn meager salaries. The financial and moral support a child receives from his/her parents affects his psychology, which is reflected in his performance in school. Also, students whose parents have better jobs and higher levels of educational attainment and who are exposed to more educational and cultural resources at home tend to perform better than their counterparts without such opportunities

VII. RECOMMENDATIONS

The following recommendations were made:

1. All poverty alleviation programmes or projects should target students from poor backgrounds through the introduction of free tuition or scholarship awards as a palliative to students' financial problems.
2. To solve the recurrent issue of poor academic performance in our secondary schools, the government and corporate institutions should increase the salaries of parents in line with the economic situation of goods and educational materials to enable parents to meet the educational needs of their children.
3. The government should introduce schemes that will boost the parental status of deserving students, especially in government institutions. The best ways of improving are by offering poor students' scholarships, free books, and other stationery. Alternatively, basic education should be made entirely free, and the government should even consider extending extra help to the extremely vulnerable students: - by giving them uniforms, sanitary towels, and writing material among others.
4. Considering the situation of parents' socio-economic background; the students should maintain their readiness for working in different ways of life for achieving their various goals that are, to complete their studies to maintain goodness in their future.
5. Media and government should play active roles in informing illiterate parents about the importance of education in today's world. They should enrich the horizons of knowledge of ignorant parents through media orientation such as radio and television programmes and make them realize that education is as necessary for them as for their children.

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