

Influence of Parents' Socio-Economic Status on Academic Performance in Physics Implications for Family Counseling in Gurara L.G.A of Niger State

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Abstract

This research study investigated the Influence of Parent Socio-economic Status on Academic Performance in Physics implication for Family Counseling in Gurara L.G.A of Niger state. The study focused on variables which includes Socio-economic Status of parents, students' Academic Performance, family background, parents' occupational status, parent's level of income and the Educational status of parents. A population of 1500 students was obtained and a sample size of 200 students was selected across five schools in Gurara Local Government Area of Niger State. Three research questions were raised to guide the study. The survey research design was adopted in the study. Questionnaire was used for the purpose of data analysis. The data collected in the study was analyzed using mean score. From the analysis of data collected and findings of the study revealed that parent's educational status and income status adversely affects students' academic performance in Gurara Local Government area of Niger State. The research work also showed that school based family counseling is not effective in Gurara Local Government Area of Niger State. It was recommended among others that in order to encourage students from families with low income, government should make available scholarship to give them opportunity to overcome the challenges associated with low income, more so. Family based counseling should be introduced in the study area.

Keywords: Influence, Socio-economic Status, Counseling, Physics, Family.

Introduction

Education not only provides knowledge and skills, but also inculcates values, training of instincts, fostering right attitude and habits. According to Ezewu and Obanya (2015). They are of the opinion that, cultural heritage and values are transmitted from one generation to another through Education. The duty of training a child always lies in the hand of the parents. This is appropriate with the common assertion by sociologist that education can be an instrument of cultural change which is being taught from home is relevant in this discuss. It is not out of place to imagine that parental socio-economic background can have possible effects on the academic achievement of children in school. Whatsoever affect the developmental stage of children would possibly affect their education or disposition to it. Parental status is one of such variables. When a woman's nutritional status improves, so too

does the nutrition of her young children “Parents of different occupational classes often have different styles of child rearing, different ways of disciplining their children and different ways of reacting to their children. These differences do not express themselves consistently as expected in the case of every family rather they influence the average tendencies of families for different occupational classes.” (Rothstein, 2004). In line with the above assertion, Hill (2004) had also argued that socio-economic status of parents does not only affect the academic performance, but also makes it possible for children from low background to compete with their counterparts from high socio-economic background under the same academic environment. Moreover, Smith, Fagan and Tenibiaje, (2009) had asserted that significant predictor of intellectual performance at age of 8 years included parental socio-economic status (SES). In the same vein, other researchers had posited that parental SES could affect school children as to bring about flexibility to adjustment to the different school schedules (Guerin, 2001). The same view is shared by Mallam, (2009), in her research, concluded that, parental socio-economic status could influence academic performance of their children at school. In Nigeria, Oni (2007) and Omoegun (2007) had averred that there is significant difference between the rates of deviant behaviour among students from high and low socio-economic statuses. The health status of the children which could also be traceable to parental socio-economic background can be another factor that can affect the academic performance of the students, Adewale (2002) had reported that in a rural community where nutritional status is relatively low and health problems are prevalent, children academic performance is greatly hindered. This assertion is again hinged on nature of parental socio-economic background. Moreover, when a child get proper nutrition, health care, stimulation during pre-school years, the ability to interact with and take optimal advantage of the full complement of resources offered by a formal learning environment is enhanced.

Physics phenomena are perceived commonly in everyday life and the physics technological aspect makes the modern lifestyle to look easier than it was many years ago. However, the teaching and learning of physics has not always been done efficiently, especially in developing countries (Africa included) Zewdie, (2014). This low performance in physics is due to many factors; lack of appropriate teaching materials and qualified teachers, traditional teaching methods, lack of mathematics skills, student epistemologies and misconceptions (Onah, & Ugwu, 2010; Ojo, 2001; Zewdie, 2014; Elby, 2001; etc). Another important factor which is behind this low performance as revealed by many studies, it is the physics instruction approaches which is mainly used, while this method of teaching is ineffective for teaching different physical principles (Wieman & Perkins, 2005; Elby, 2001; Jimoyiannis, & Komis, 2001). In many developing countries, when students are asked to solve physics problems, a big number of them do not develop the necessary conceptual understanding, but try to memorize only mathematical formulas (Elby, 2001).

The need for school based family counseling (SBFC) arises from the challenges of traditional school counseling and family counseling in dealing with children who are failing at school

because of family problems such as socio economic challenges due to poor family status, educational level of parents. A survey of the student clients of SBFCs in San Francisco (Gerrard, 1990) showed that over 85% of the children referred by teachers, parents, or self-referred had significant problems at home. The family problems included: marital discord, parents divorcing, custody problems, financial challenges, substance abuse, older siblings involved in gangs, sexual and physical abuse, parental neglect, single parents overwhelmed by economic and emotional problems, spouse abuse, and chaotic families with little parental control. Carlson and Sincavage (1987) conducted a survey of 110 members of the National Association of School Psychologists and reported that family variables were seen as highly relevant to children's school problems. Crespi and Hughes (2004) describe some of the crises affecting adolescents in schools: alcohol and drug addiction, teenage pregnancy, divorce, abuse, and family socio economic status. These negative effects of the family on children extend to the school. According to Crespi, Gustafson and Borges (2006).

Statement of the Problem

With the current and prevailing social and economic inequality among the Nigerian people families and homes, the phenomenon of the differences in student's Academic performance seems to be very peculiar within the Nigerian society. Given education to children is usually shouldered by parents especially in the provision of educational necessities like books, uniform, pens and other materials. Children from poor families find themselves in a situation that suggest to them the society is not fair, while those from rich families are giving preference due to the greater ability to acquire most educational requirement with ease. Many factors such as inadequate school facilities, cultural factors and inadequate teachers among others have been cited as the possible causes of poor academic performance in Nigeria specifically Gurara Local Government Area of Niger State, whwre most parents are predominantly farmers and are low income earners. The researcher intends to carry out a research on the influence of parent's socio-economic status on the student's Academic Performance in Physics implication for Family Counseling.

Furthermore, children from low socio-economic parents are far isolated and treated with scorn even by teachers. These poor children now become discouraged, lost interest and eventually absent from school. Poor parents can still send some of their children to school but what happen is that, they have to make decision as to which child should go to school or not coupled with issue of provision of necessary motivation and facilities that enhanced learning and education of children. It is observed that if all children of a given community should start and finished a course of study at the same time, family background would be decisive in determining the academic performance of an individual and the pattern of job he/she will acquire.

Objectives of the Study

To study the Influence of Parent Socio-economic Status on students' Academic Performance in Physics implication for Family Counseling in Gurara Local Government Area of Niger state

1. Examine influence of parent's education level on their students' academic performance in Physics implication for Family Counseling in Gurara Local Government Area of Niger State.
2. To investigate the influence of parent's income level on the students' academic performance in Physics.
3. To investigate the availability of school base family counseling (SBFC) in Gurara Local Government Area of Niger State.

Research Questions

The following research questions guided the study.

1. How does the educational status of parents influence the student's academic performance in Physics?
2. Does the income level of parents actually influence the student's academic performance in Physics?
3. Is there awareness of School Based Family Counseling in the study area?

Methodology

Survey research design was used for this study. A total number of two hundred (200) students participated in the study. The sample was selected using simple random sampling technique. A well-structured instrument by experts tagged ISESOPASAPIP Influence of parents Socio economic Status on Students Academic Performance in Physics questionnaire) designed by the researchers was used for data collection. This instrument has two sections A and B. Section A dealt with bio-data of the respondents while section B contained items on the topic. The reliability of the instrument was confirmed through split-half method. 0.78 correlation co-efficient was gotten which was high enough to determine the reliability of the instrument. Copies of questionnaire were personally administered by the researchers with the assistance of the school heads to the respondents. The collected data were analyzed using frequency.

Table1. Showing selected schools in Gurara Niger State and the Sample Size per school.

S/N Size	Schools Selected	School Type	Sample
1.	Govt. Day Sec. School Diko	Mixed	50
2.	Govt. Science College Izom	Boys only	50
3.	Day Sec. School Gawu Babangida	Mixed	50
4.	Day Sec. School Kabo	Mixed	50
	Total		200

Results and Discussion

The three research questions earlier raised in the study were answered descriptively.

Research Question 1: How does the educational status of parents influenced the student's academic performance in Physics?

Table 1.0: Educational status of parents influenced the students' Academic performance of Physics in Senior Secondary School in Gurara LGA of Niger State

S/N	Statement	SA	A	D	SD	Mean Score	Decision
1.	Educated/literate parents are more involved in their children education than illiterate parents.	85	65	32	18	2.72	Agreed
2.	Parent with high level of education are able to set a more conducive learning environment at home than those with low level of education	65	72	31	32	2.83	Agreed
3.	Children whose parents are highly educated perform better in Physics.	31	17	74	78	2.17	Disagreed
4.	Low education level of parents affects their children academic performance in Physics in senior secondary schools.	77	63	25	35	2.87	Agreed
Average Mean						2.65	Agreed

Field Survey: Source in secondary school in Gurara Local Government Area of Niger State, 2022.

Table 1.0 shows the responses of the respondent to research question one; the response indicates that the Educated/literate parents are more involved in their children education than illiterate parents In Gurara Local Government Area Niger State. The item statement on whether Educated/literate parents are more involved in their children education was rated with the mean score of 2.72 and was therefore agreed. The second statement on whether parent with high level of education are able to set a more conducive learning environment at home than those with low level of education had a mean score of 2.83 and was therefore agreed. The third statements on whether Children whose parents are highly educated perform better in Physics than those with lower level of education was disagreed with a mean score of 2.17 and lastly, the statements on whether low education level of parents affects their children academic performance in physics in senior secondary schools was therefore agreed with a mean score of 2.87. The average mean score was 2.65 which is greater than the criterion mean of 2.50. Therefore, it was agreed that the educational status of parents influenced the students' academic performance in physics in senior secondary school in Gurara Local Government Area of Niger State.

Research Question 2: To what extent does the income status of parents actually influenced students' academic performance in Physics in senior secondary school in Gurara Local Government Area? In this respect data was collected and analyzed. The result is presented in table 2.0.

Table 2.0: Income Status of Parents actually influenced Students' Academic Performance in Physics in Gurara Local Government Area Niger State

S/N	Statement	SA	A	D	SD	Mean score	Decision
1.	High income earners are more involved in their children's educated than low income earners.	75	62	27	36	2.72	Agreed
2.	Many parents struggle financially to cater for the educational needs of their children.	71	64	37	28	2.85	Agreed
3.	Students who come from poor family background have low living standard and low self-esteem than those who come from rich family.	69	63	51	17	2.82	Agreed
4.	My school fees are always paid late and this usually affects my performance in examination.	67	47	51	35	2.60	Agreed
5.	My parents are financially okay and they adequately provide me with school materials for Physics.	66	59	50	25	2.55	Agreed
Average Mean						2.71	Agreed

Field Survey: Source in secondary school in Gurara Local Government Area of Niger State, 2022.

From the analysis on table 2.0 the statements on whether high income earners are more involved in their children's education than low income earners was rated with the mean score 2.72 and was therefore Agreed. The second statement whether many parents struggle financially to cater for the educational needs of their children had a mean score of 2.85 and was therefore agreed. The third statement whether students who come from poor family background have low living standard and low self-esteem than those who come from rich family was rated with a mean score 2.82 and was agreed. The fourth statement whether the students school fees are always paid late and this usually affects academic performance in examination was rated with the mean score 2.60 and was also agreed. The last statement on whether my parents are financially okay and adequately provide me with school materials for economics was rated with a mean score of 2.55 and was therefore agreed. The

average mean score was 2.71 which were greater than the criterion mean 2.5. Therefore, it is concluded that educational status of parents actually has an influenced on the students' academic achievement in Physics in senior secondary schools in Gurara Local Government Area of Niger State.

Table 3.0: is there awareness on School Based Family Counseling in the study area?

S/N	Statement	SA	A	D	SD	Mean score	Decision
1.	My parents are aware of school based Family counseling services	35	22	68	74	2.22	Disagreed
2.	My school operates school based Family counseling services.	51	34	59	56	2.45	Disagreed
3.	School based family counseling Is functional and effective in my School.	47	33	61	59	2.32	Disagreed
4.	My parents need the school based Family counseling due to socio Economic challenges in my family	57	77	41	25	2.53	Agreed
5.	I am aware that school based family Counseling is important to help solve Socio economic challenges in my family	66	59	50	25	2.55	Agreed
Average Mean						2.41	Disagreed

Field Survey: Source in secondary school in Gurara Local Government Area of Niger State, 2022.

Summary and Conclusion

In providing answers to the Research question; educational status of parents influenced the students' Academic performance of Physics in Senior Secondary School in Gurara LGA of Niger State an average mean score of 2.65 was obtained which is higher than the criterion mean score of 2.50. it is therefore clear that, the respondent agreed that, educational status of parents has remarkable influence on students' academic performance in Physics this is contrary to the discovery of Zayyad (2019) who reported that family educational status has no influence on the academic performance of students in Gombe state. This is an indication that students in Gurara local Government area of Niger state needs support for their parents in other to succeed in physics. The researchers also discovered that parents income status influence the students in Gurara local government Area of Niger State adversely, this could be due to the fact that parents in Gurara local government area of Niger State are predominantly farmers and low income earners. Finally it was discovered that there is very poor awareness with regard to school based family counseling in Gurara local Government of Niger State.

In conclusion, Gurara local Government area of Niger State is faced the challenges of having students not performing well in physics due to educational status of parents and income status of parents. Moreso, there is barely awareness on school based family counseling which could serve to redeem the situation discovered from research question one and two

Recommendations

Based on the results from the findings, the following recommendation is made to help reduce the effects of parents socio economic status on students' academic performance.

- (i) The government should provide soft loan to parents of low income, to enable them meet the basic needs of their children.
- (ii) Intelligent students from low income families should be given opportunity to access scholarships.
- (iii) Schools in Gurara should introduce school based family counseling to help parents that needs counseling services.

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