

THE INFLUENCE OF FAMILY SOCIO-ECONOMIC STATUS ON THE ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN COMPUTER STUDIES IN BAUCHI METROPOLIS OF BAUCHI STATE, NIGERIA

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ABSTRACT

This study investigated the influence of family socioeconomic status, on the academic achievement of Secondary School Students in Computer studies at Bauchi Metropolis in Bauchi Local Government of Bauchi State, Nigeria. Simple random sampling techniques were used to select 180 students, from 36 public schools making a total population of seven thousand three hundred and sixty four (7,364) students. Three research questions were used to guide the study. Pearson-Moment Correlation Coefficient were used to obtain the co-efficient of reliability. Also, data on students' academic achievement was obtained from student scores in computer studies. Data obtained was analyzed using simple descriptive statistical techniques. Multiple regression results revealed that, parental socioeconomic status and parental occupation has significantly influenced students' academic achievement, as students whose parents had better jobs and higher levels of educational attainment, and who were exposed to more educational and cultural resources at home tended to perform better than their counterparts, without such opportunities. The study identified parental occupation as the main predictive variable, influencing student's academic achievement. However, increase in parental salaries in line with the current economic situation, as well as the provision of adequate books and facilities in schools, to breach the gap between the high and the low socioeconomic status, are recommended in order to improve the academic achievement of students. The result of the data analysis shows that, socioeconomic background significantly influences self-concept and academic achievement of students.

KEYWORDS: Socioeconomic Status, Academic Achievement, Secondary School, Family

INTRODUCTION

Nigeria, like any other developing country, has witnessed a series of political instability with obvious effects on educational policies, at Federal and State Government levels. This gradually laid the foundation of fallen standard in education at Secondary School level, which caused the differential academic achievement of students. According to Olotu (1994), in the quest of finding survival feet, the nation has evolved a series of socioeconomic and educational measures, and policies such as Structural Adjustment Programmers (SAP), austerity measures, Universal Primary Education (UPE), Universal Basic Education (UBE) and devaluation of the Naira. These measures have not improved the socioeconomic and educational status of families in the country. They have rather increased their sufferings and widened the socioeconomic gap between families. The disproportionate number of students from poor family backgrounds who prematurely discontinue their careers in senior secondary school has become an important issue in recent years.

The success of any educational institution is measured by its student's academic achievement. The performance of

students in school has become the common concern to parent, legislators, teachers, counselors and psychologist. According to Bell (2002), parents devote a lot of resources to their children's education because they believe that good academic performance will provide a stable future for their children. Also, Wilkins (2001) opined that many educational authorities have sought to find out the reasons for the downward trend in the academic achievement of secondary school students.

Uwaifo (2008) attributed the cause of poor academic performance of children to a combination of personal and institutional factors. The Personal factors include the level of an individual's intelligence, knowledge and ability, while institutional factors are family or parental influence. Olayinka (2004) pointed out that the family is the bedrock of any society. Obayan (2003) reported that a stable and well developed in childhood can be guaranteed by a stable family. The current poor socioeconomic status in Nigeria has exposed children to undesirable challenges that have negatively affected their academic achievement in school. This observation agrees with the report of Adeyinka (2009) that maladaptive behavior arises when parents lack responsibility of their parents and that children that were raised from economically disadvantaged background are more likely to have poor academic performance because they lack some basic amenities such as food, clothing and shelter. Abiri and Jekayinfa (2010) agreed that Nigeria is yet to have a philosophy of education when the economic status of the country is unstable. Petit et al (2003) pointed out that psychological needs are potential sources of the individual's personality and academic achievement. In the same vein, Omolewa (2002) affirmed that academic performance of a child could be traced to the kind of friends he keeps and the home he comes from. Kilgore; Snyder, and Lentz (2000) claimed that the family environment is the most powerful impact in determining a child's academic achievement. It is obvious that, families have substantial influence on a child's academic achievement.

In the theory of achievement motivation, Akinade (2002) said McClelland proposed this theory as an affective arousal theory in 1959. It was initiated as a result of the crucial problem of economic disparity among countries. He believed that psychological and sociological factors influence economic growth. He said that it is the difference in the strength of motivation to achieve, which is responsible for differential growth and development of various individual countries. He believes that human motivations are learned in the environments such as home, school, and society and affective arousal in each person (M.L Dawa, S.R. Jebson and A. Naomi, 2009).

Dingo (1986) in Eyake (1997) advised that praises, incentives, recommendations and other forms of reward system should be employed as motivational factors to stimulate students to higher achievements. It is likely that what a child achieves during his school days largely dependent on the kind of family to which he/ she belongs. For instance, a child whose parents take a great deal of interest in what he/ she does at school and give him / her necessary support by providing all the required books and finances needed has a great advantage over a child whose parents do not give him this kind of incentives and encouragements.

More so, students' attitudes to learning and educational performances are shaped by the kind of stimuli offered to them by their various environments (M.L Dawa, S.R. Jebson and A. Naomi, 2009). This can be considered in terms of the type of family, the home, parental social orientation, educational level, occupation to mention but a few. It is, therefore, evident that students' achievement is contingent on the stimulus the home offers.

Educational upbringing is not unconnected with the family influence on a child. Individual members of the family serve as a model to the child as copies from each of them. (Eek, 1997). Adeyeme (1977) adds that, if the house fails to provide the child with the necessary equipments to fit into proper place in the society and guided properly for his/ her

future career, then the child is damaged. An analysis of the percentage of secondary school dropout today entails that such students are usually from broken homes, wiring polygamous family or with other socially related problems, (David, 1972).

For the polygamous life of people, the agrarian and large families have accounting. The larger the size of the family, the more economic and other social responsibilities the parents bring upon themselves. And more often than not, the academic achievement of students from such family suffers a serious setback. This is because such parents might not be able to afford the cost of funding education for the children.

Furthermore, the economic position of parents is one of the major factors that can influence greatly the academic upbringing of students. In most families, either or none of the parents may be earning income sufficient enough to sustain the family, faced with malnutrition and other emotional and psychological effects, the mental development of the child would be greatly retarded. Orhunger (1990) adds that a low income family with plenty of feeding problems may produce children who physical and mental development poses real challenges to the schools effort at optimum development of the child.

Over the years, assessments of factors that influence academic achievement of secondary school computer students have attracted the interest and concern of many researchers, teachers, parents and national leaders. It is a well known fact that student achievement in academic activities varies, some students in computer perform better than the other, many students feel that, the length of their study, and career would be limited by their finances, rather than by their academic ability and this make them lag behind in their academic achievement.

Recent research in the area of steady decline in learning outcome in computer shows that, the socioeconomic status is a major problem affecting academic achievement of students. The high level of illiteracy, poverty and low socioeconomic status coupled with high rates of paternal and maternal deprivation of student academic needs, especially in computer study, which was necessitated by poor socioeconomic situation of the country has thrown many families into untold financial problems such as poverty and lack of money to purchase a personal computer, computer textbook and provide the best for their children. This poor parental care with gross deprivation of social and economic need of a child, usually leads to poor academic achievement of computer student which is obvious in their school performance, WAEC and NECO result. Teachers and researchers have tried to find out the factor responsible for these differences in academic achievement so as to devise a way of helping those who do not perform well.

Therefore, there is no doubt that a study on the influence of social and economic status on student academic achievement in computer studies is important at the time.

In the light of this, the main problem of this research is to find out the influence of family socioeconomic status on students academic achievement in computer studies in Bauchi Metropolis, and also to explore the degree to which its influence the academic achievement of students, with a view of making useful suggestions that would help in improving the situation.

STATEMENT OF THE PROBLEM

In years past, it has been noticed that student's academic achievement of socioeconomic status is poor; computer students are not enjoying an equal level of success within a secondary school education as their more advantaged peers.

Not only are such students less likely to reach the degree status, but even those who are likely to have suffered from a number of barriers which may have hindered their progress and deterred them from continuing any further study. Despite the effort of researches, parents, teachers and government the poor achievement of a student computer is still a recurring problem that is imperative at this time.

Therefore, this study will investigate the influence of family socioeconomic status on the academic achievement of secondary school students in computer studies in Bauchi Metropolis.

Purpose of the Study

The main purpose of this study is to investigate the influence of family socioeconomic status on the academic achievement of secondary school students in computer studies in Bauchi Metropolis. Specifically, the study seeks to achieve the following objections:-

- To determine the influence of parent occupation on students' academic achievement in Computer studies.
- To find out the influence of high socioeconomic status on student academic achievement in computer studies in Bauchi Metropolis.
- To find out the influence of lower socioeconomic status on students' academic achievement in Bauchi Metropolis.

RESEARCH QUESTIONS

The following research questions have been formulated for the purpose of this research work

- What is the influence of parent occupational status on the student's academic achievement in Computer Studies?
- What is the influence of high socioeconomic status on the student's academic achievement in Computer Studies?
- What is the influence of low socioeconomic status on student academic in Computer Studies?

Significance of the Study

This study aimed at highlighting the influence of family socioeconomic status on the academic achievement of secondary school students in computer studies in Bauchi metropolis. The findings of the study will be of greater importance to policy makers, parents and researchers.

Policy makers; the findings of this study will benefit policy makers by formulating a policy that will bridge the gap in educating students of higher socioeconomic status and that of lower socioeconomic status so as to overcome any variation in respect of their academic achievement in school.

Parent; the benefits of this study through parental engagement, in supporting improvement of student's attitudes towards school and enhancing student's academic success. Researchers; other research may also find the result of this study of greater importance as it will add to the knowledge base in the relevant area.

Scope of the Study

The study will investigate only the socioeconomic status of students as it influences their academic achievement in Computer Studies.

REVIEW OF RELATED LITERATURE

The academic achievement of students, especially at the secondary school level is only on a pointer to the effectiveness or otherwise of schools, but a major determinant of the future of youths in particular and the nation in general, also on other important factors like family socioeconomic status.

According to Chauhan, (1992) academic achievement is extremely essential at the upper socioeconomic level and relatively less essential, at the lower level. Richmond (2001) adds that, children from upper and middle socioeconomic status achieve academically higher than children of lower socioeconomic status and this, according to White Moore (1999) adds that, the fathers of adolescents who are high achievers belong more to the higher socioeconomic background, that is, those with a high ranking occupation, better education and reasonable income than the fathers of the low achievers. Ballen (2000) explained that progress in school facilitates children of the upper and middle socioeconomic status due to the support they get from home, than the lower class adolescents who are academically handicapped in school due to poor environmental simulations.

Damon (2005) and Hochild (2003) observed that students from low socioeconomic background are more likely to drop out of school as they face more challenges than children from high socioeconomic background. Their inadequate financial income creates frustration and a sense of helplessness which in turn impact on both self-concept and academic achievement unlike those of high socioeconomic background.

The issue of socioeconomic status and its relationship to students' achievement can be explored specifically on the level of parental education, income and occupation. Literature on academic achievement seems to show that parental level of education is important in predicting childrens' academic achievement (Klebanov, Brooks-Gunn & Duncan, 1994; Haveman & Wolfe, 1995). Father's occupation, social status and lifestyle have considerable influence on the ease or difficulty with which students can gain recognition in the society. Parent's academic aspirations for their children influence their children's academic achievements both directly and indirectly (Bandura, Barbaranelli, Caprara and Pastorelli, 2001).

The influence of family socioeconomic status of the academic achievement at the individual level is still prevalent, but less strong in much of the literature. There is an awareness of the importance of the home environment or family structure on the student's academic achievement. The home has a great influence on the students' psychological, emotional, social and economic state. In view of agile & Olutola (2000), the state of the home affects the individual since the parents are the first socializing agents in an individual's life. This is because the family socioeconomic background and context of a child affect his reaction to life situations and his level of achievements. Although, the school is responsible for the experiences that make up the individuals' life during school periods, yet parents and the individual's experiences at home pay tremendous roles in building the personality of the child and making the child what he/she is. Thus, Ichado (1998) concluded that the environment in which the student comes from can greatly influence his achievements in school. The family lays the psychological, moral and spiritual foundation in the overall development of the child.

Effect of Family Socioeconomic Status on Student Academic Achievement

Analysis of the relations between families and academic achievement also needs to consider children family structure. "A mother does homework with her children, it is generally acknowledged that family environment is the most powerful influence in determining a child's academic motivation and achievement" such as the most attitude of single

parents families and effects of siblings structure, Ali H. O (2009).

A single- parent family relationship between changing family structure and student's school-related outcomes have intended to show in relation to two parent families. According to Richard – Oddo, B. (2009), Children in single parent- families have lower academic achievements, are more susceptible to peer pressure to engage in deviant behavior have higher dropout rates from high school, and have grater social and psychological problems. Although the differences are generally small a number of theories have been proposed to explain the variations, the association between changing family structure and children's academic outcomes can be attributed to a combination of a family socioeconomic background factors such as parent education and incomes and the ethnicity/race of the family which could be done through the following process (Craig, T.N and C.J, 2007):-

- Intellectual training: the foundation for the child's intellectual development is laid at home. The family evolves a number of activities to help the child grow intellectually for example; it is the parents and other members of the family who help the child to develop language. They listen to attempt to talk and encourage him to make progress by making sounds and calling names of persons or objects for him to repeat. They help him by asking him simple questions and answering those he may ask. His ability to express himself makes learning interesting for him in school.
- Character Training: charity, they say begins at home, whatever manners put up by people in the public are often contributed to their family socioeconomic background. The family is the first place where the child learns good manners. It is family that teaches the child not to be selfish; the need to be polite; respect for elders and authorities. These help him to adjust fully in the society. If the family fails to impact the right habits to the child before he gets schooled, he might become a social problem to the system. In fact, most cases of discipline in schools are traceable to deficient home training for some youngsters. If a child is to develop human feelings, it has to begin at home. Parents therefore should evolve a situation whereby members of the family understand and love one another. For example, showing concern for what happens to the other, coming to other assistance when they are sick, interacting freely with others may help the child to learn how to live harmony with other people. Parents also contribute or help their children by giving room for extra lesson due to the lack of financial assistance.
- Vocational training: there is no family that would want to be assisted with failures. Hence the family ensures that the child is prepared for a vocation or trade for his future self-reliance, however, before he is of age the family ensures that he learns to do, if possible, what parents do for a living. For example, it is common to see the sob of a tailor learning sew through watching or observation of the father. When he becomes old enough, he may decide to take up tailoring or go into other trades. In fact, the family trains the child to be creative and hard working in the school and also preparing for future life.

Parent Attitudes towards Children Academic Achievement

The socioeconomic status of parents also influences the level of educational achievement of pupils in the schools. This is so because with the availability of money and resources, the family will be able to provide them with all the needed materials. But children from poor family background will be denied of this opportunity irrespective of their brilliant performances since there are no resources and money to back up their demands.

Ezewu (1994) said that, socioeconomic status of parents affects children's education and particularly academic achievement in the following ways:

- The degree of importance which each family attached to schools.
- Financial expenditure, including fees, textbooks and other equipment.
- Facilities available at home.

A well-to-do family will have a positive interest in the education of their children not minding whether the child is brilliant or not. This will force parents to see to it that the materials needed are provided for the child with the available resources. Parents will be able to pay children's school fees on time, buy textbooks and other equipment that will help to enhance the child's academic achievement. Ezewu further explained that, children from a high socioeconomic status leave the secondary school between 10, 11 and 12 years of age, while those of low socioeconomic status leave primary schools between 13, 14 and 15 years.

This shows that the achievement of students in secondary school depends on their parental socioeconomic background. The availability of facilities such as tables, chairs, light and well conducive learning environment at home does help the child to learn better. All these should be present at home with the help of available resources.

Macfarland (2003), in his book *"Intelligent Teaching Professional Skills for Student Teachers"* analyzed the chance of placement of children from middle or working class and lower class family in a comprehensive high school and secondary Modern school. He found out that 72 percent of children from families of lower class against twenty eight percent (28%) of children from middle class were placed in Comprehensive High school. He also found out that 10 percent of children from families of lower class against 90 percent of children from middle class were placed in Modern Secondary School based on intelligent quotient.

This means that children from family of lower socioeconomic class usually find themselves in local schools, where much will not be demanded from them. But children from middle socioeconomic class are found in better school irrespective of the high cost of things there. Harighurst (2002) observed in his study that the existence of socioeconomic class of parents affects the development of a child. He divided the class into unskilled, partly skilled, intermediate and professional which goes with variation in provision for the children. He said that children whose parents are from skilled, intermediate and professional class will develop physically and intellectually as there are resources for the provision of their needed materials that will assist in learning. Whereas children of unskilled and partly skilled parents, will not have physical and intellectual development, as there will not be any financial assistance. Stones (2004) are with the view that economically and culturally, poorer homes do not provide the stimulation necessary for the development of intellectual abilities involving in school learning. Certain physical conditions that exist at home, poor housing and overcrowding environment are often associated with poor academic achievement and adjustment. Poor clothing, malnutrition, lack of adequate sleep and rest, all have profound effects on how they behave and react. From the foregoing, it is observed from my experience in school that those pupils from low socioeconomic parents started poorly in the formative stage in the primary school, which consequently leads to their inability to cope with the secondary or tertiary education.

Different Family Socioeconomic Status in Relation to Education

Whenever we hear the word "Education" the first place our mind goes to, is the school. Most times we tend to

think of education in terms of what teachers and their pupils do in school. We forget that what takes place in the school is only a small fraction of education. According to Wikipedia last modified on 31 August 2015 “Education is the process of facilitating learning, knowledge, skills, values, beliefs and habits of a group are transferred to other people, through storytelling or research”. Education frequently takes place under the guidance of educators, but learners may also educate themselves in a process called autodidactic learning. Indeed, education is a process that starts the very moment a person is born and ends whenever he finally dies. The process of education is one which involves a number of activities on the part of several people, including the teacher, the pupil, parents, the government and every citizen of the country. They all participate in the process in one way or the other. As you are well aware, teaching is a key factor in education and learning is another.

According to Richard –Oddo, B. (1990), the first teacher a child ever has is his parts and this learning process starts as soon as he enters the world. Since, the teaching learning process starts with the child's parents, the mother in particular. For instance, the mother of the child is an educated lady with a good means of livelihood, that is a good earning, one can be sure that the child will be well fed and taught a lot of things that another child from a less enlightened family is not likely to have. A child growing up in a home where both parents can find time to teach and interact with him, certainly has some advantage in terms of his education. This is even more when there are such things as books, newspaper, magazines, Radio and television to simulate his learning in the home and increase his chances of achievement in education.

According to Ogwu (2004), higher socioeconomic status parents are able to provide their books and toys to encourage them in their various learning activities at home. Parents face major challenges when it comes to providing optimal care and education for their children. However, the challenges are more acutely devastating among the poor income families that struggling to provide the basic needs to sustain the family. Families with low socioeconomic status often lack the financial, social and educational supports that characterized families with high socio- economic status. Due to their poverty level, these groups of families may have adequate or limited access to community resources that can promote and support children’s development and school readiness. Many students from low-income homes are kept away or sent out from school or excluded from certain activities for lack of money to provide the prescribed equipment or materials.

The family socioeconomic status matters a lot in relation to the education of the child because children have different attitudes and characters, towards learning which may also depend on the parents toward their academic achievement. Some parent provides room for extract lesson for their children who have the capacity of doing that, while others cannot afford to do so, so the performance of such children differentiate due to the family socioeconomic background.

Education begins at home with parent leading the way at school, the teachers continue the process of educating the child, it is to be noted that the teacher does not check-take over the education of the child because himself and the child's parents are partners in progress as far as the child education is concerned. At the school level, the responsibility of educating a child its share by the agencies of education which ensure the adequate facilities, books, furniture materials and qualified staff are provided. The process of education, therefore, involves different activities on the parts of the parents, teachers, the community the government and the child. The goal is to help the child with acquired knowledge, skills and morals.

Education indeed is the practical way of attaining individuals and social fulfillments (Peter, 1998). The family socioeconomic status helps in the enculturation and transmission of the child in such a way that the knowledge improved the children and their society. It is observed from my experience in school that, those pupils from low socioeconomic parents started poorly in the formative stage in the primary school, which consequently leads to their inability to cope with the secondary or tertiary education.

Effect of Literate and Illiterate Families on Academic Achievement of Student

It is an observable fact that parents of very large families tend to have occupied in the semi-skilled, unskilled and laboring categories, and that their children are likely to be average or below average in intelligence quotient, whereas the bright children tends to come from small family groups with skilled occupation. Parental education level positively influences children's education. Cohen et al (2003) stated that children's reading and arithmetic attainment and social adjustments in schools are positively co-related to parental level of education. This is due to the fact that children spend more time at home than they do in schools, and the parents have the opportunity for a number of interactions with their children in one-on-one. Most researchers have confirmed the effect of illiteracy of families on their wards achievement in schools. Children whose families are illiterate have been seen to lack home encouragement. This implies that as some illiterate families refuse to provide their wards with needed textbooks, they are discouraging them from learning.

According to Bloom (1980), children's academic success is influenced by the interrelationships among high parental educational and occupational aspirations. Also, Freijo *et al.* (2006) submit that various aspects of the family, economic, social and cultural conditions have a consistent impact on the literacy performance of students in all countries. 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 have higher levels of literacy performance.

David (2007), in his write-up stated that textbooks aid studies after normal classroom teaching. Also, many students lack parental assistance as a result of their illiteracy and ignorance. They fail to motivate, reinforce, and give rewards or punishment to their children on their academic achievement which may have forced them to be serious in learning. On the other hand, literate families have interests on their children's academic achievement. They struggle to provide them with needed materials and stand the chance of giving adequate encouragement through guidance and counseling. Mario (2006) discovered that, domestic work has an effect on student academic achievement, especially the ones born to poor family background who go about hawking some food items before going to school. According to him, a student might help in preparing fufu (foo foo) or frying groundnuts before going to school. The preparation of all these items is time consuming, yet parents expect the food to be ready before they ward goes to school. The resultant effect on parents' attitudes is that the students are late for school, sleep in class during lesson due to weakness, he does not pay attention, cannot concentrate, find it difficult to obey simple school rules, is forgetful, and finally fails to do the assignment. Therefore, literate families having known the importance of education even draw-up a reading time table for their children. They also arrange for part time teachers for their wards, check their workbooks from time to time and provided adequate motivation and rewards when they perform better in class assignment and activities, test and examination. In placing children in school, literate parents have to choose schools, which has productive learning environment such as, a well prepared classroom for learning, well equipped libraries, science laboratory, etc, are available.

There is a significant difference in the academic achievement between students whose parents are literate and

those whose parents are illiterate. The literate parents having known the importance of education encourage their children to learn by providing the necessary materials needed, thereby improving their academic achievements; whereas illiterate parents are less concern in the academic achievement of their children.

Parent Education and Their Socioeconomic Status towards Students Academic Achievement

Studies on children's attitudes to education have shown that children are affected by family background, parental socioeconomic status, level of educational achievement, marital relationships at home, school climate, sex and peer groups influence among other factors.

According to Hurlock (2005), the family background and parental attitude to school activities and education generally are some of the strongest and most persistent in determining a child's interest and his consequent attitudes to education and occupation of parents with their income to a large extent defines the condition of the family. "Family condition" is, among other factors that affect a child's success during an intelligent test or in learning achievement. Farrant (2004) confirmed that, children who grow in homes where the mind is stimulated developed mentally more than those from homes where there is no incentive for mental growth, exercise. He added that all behavior is a response to some stimulus in the environment. Families with high socioeconomic status usually have books and educational materials around the home as part of the environment to which the growing child is exposed. Consequently, the children of such families are expected to do well in school. Poor academic achievement of children from large families is associated with poor housing condition, over-crowding, and poor clothing and feeding. It is observed that these factors particularly affect the reading and study habit of children. The home environment of a child affects his or her academic achievement. It is agreed that the socioeconomic background of homes where such conditions as great poverty, poor feeding, insufficient sleep and rest and general neglect are known to be the cause of the backwardness of children in school. Children who do perform poorly on a mental ability test often do better on the same test after being placed in a 'richer' environment which stimulate the growth of mental abilities. Hurlock (2003) in his contributions stated that, a large proportion of students who are diligent and exhibit deviant behaviors are from the poor family background. In such family backgrounds, the children are not directed towards the right path in life. Such children are consequently often emotionally depressed and lack social adjustment (maladjusted) and poor attitude to school work.

Relationship between Home Environment and Academic Achievement of Students

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SUMMARY OF REVIEW OF RELATED LITERATURE

Asikhia (2010) noted that family educational background and socioeconomic status influence the academic achievement of students; that these two are lumped together because they are related and one may rightly say that they are married and hence should not be 'divorced'. He opines that socio-class or status could be defined more objectively by using such indices as occupation, income and education. Wealth is strongly correlated with education and occupation and when socioeconomic status is measured these other factors are usually included. Schulz (2005) contended that socioeconomic status is an important explanatory factor in many different disciplines like health, child development and educational research. Research has shown that socioeconomic status is associated with health, cognitive and social-emotional outcomes. In general, educational

Outcomes have been shown to be influenced by family background in many different and complex ways. For example, the socioeconomic status of families has been consistently found to be an important variable in explaining variance in student achievement. Socioeconomic status may affect learning outcomes in numerous ways: From the outset, parents with higher socioeconomic status are able to provide their children with the (often necessary) financial support and home resources for individual learning. They are also more likely to provide a more stimulating home environment to promote cognitive development. At the level of educational providers, students from high socioeconomic status families are also more likely to attend better schools, in particular in countries with differentiated (or "tracked") educational systems, strong segregation in the school system according to neighborhood factors and/or clear advantages of private over public schooling. Chen (2009) studied the effects of family background, ability and student achievement in rural area. Parental education is found to be key determinants of student achievement, but the roles of father's education and mother's education differ across child gender and levels of ability. For example, father's education has significantly positive effect on academic achievements for both boys and girls, while mother's education only matters for girls. The effect of father's education matters for lower ability children, while mother's education matters for higher ability children. OECD/UNESCO (2003) alleged that family characteristics are a major source of disparity in students' educational outcomes. More family financial resources, which are associated with parents' occupation and educational attainment, often imply increased

learning opportunities both at home and in school. Better-educated parents can contribute to their children's learning through their day-to-day interactions with their children and involving themselves in their children's school work. Parents with higher occupational status and educational attainment may also have higher aspirations and expectations for their children's occupation and education, which in turn can influence their commitment to learning.

Freijo et al., (2006) submitted that various aspects of the family, economic, social and cultural conditions have a consistent impact on the literacy performance of students in all countries. 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 have higher levels of literacy performance. Educational systems face the challenging task of compensating students from less advantaged backgrounds, for the deficit in economical, social and cultural capital they experience at home. Expanding students' knowledge of occupational choices and increasing their occupational aspirations may help them to become more motivated learners. Caro (2009) posited that, the relationship between family SES and academic achievement is referred to in the literature as a socioeconomic gradient because it is gradual and increases across the range of socioeconomic status or as a socioeconomic gap because it implies a gap in academic achievement between students of high and low socioeconomic status families. Scholars according to Caro have shown that a socioeconomic gap in the early school years has lasting consequences.

Particularly, as low socioeconomic status children get older their situation tends to worsen. Because of their relatively poor skills, they are prone to leave school early and are less likely to be assigned to the college preparatory track. In the longer term, they are less likely to enter the labor market successfully or pursue post secondary education.

The review above shows that socioeconomic status (SES) of parents is an important explanatory factor that influences students overall performance in school, as students who have low socioeconomic status earn lower test scores and are more likely to drop out of school. Low socioeconomic status negatively affects academic performance because it prevents access to vital resources and creates additional stress at home. It shows that that rigorous academic preparation, high educational aspirations, and family support are easier to come by if the family has economic resources.

RESEARCH METHODOLOGY

This describes the design adopted for the study; it comprises research design, area of the study, the population of the study sample and sampling technique, research instrument, validation of the instrument method of data collection and analysis.

Design of the Study

The research designs adopted descriptive survey research design was used in this study. According to Nworgu (1991) survey research is one in which a group of people or items is studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group. Furthermore, Nworgu (2015), descriptive survey design is the collection of data using questionnaire for the purpose of describing and interpreting existing conditions or quality regarding a given population. This design is considered suitable in studying the influence of the students' family socioeconomic status of their academic achievement in Computer studies in some selected Secondary School in Bauchi Metropolis.

Area of the Study

This study was carried out in Bauchi Metropolis in Bauchi Local Government of Bauchi State, North-East Geopolitical Zone of Nigeria. The area of the study was chosen because of the large number of adolescents, the whole schools were considered.

Population of the Study

The population of this study consists of all the students of the Thirty Six (36) Secondary Schools within Bauchi Metropolis Bauchi Local Government of Bauchi State, making a total of Seven thousand three hundred and sixty four (7,364) students.

SAMPLE AND SAMPLING TECHNIQUES

The simple random sampling technique was used to select Nine (9) out of the Thirty Six (36) Secondary Schools which serves as sample for the study. The students from each of the nine (9) Secondary Schools forming a population of Three Hundred and Fifty Four (354), out of which One Hundred and Eighty (180) students were randomly selected. Twenty (20) students were randomly chosen from each school.

INSTRUMENT FOR DATA COLLECTION

The instrument used for data collection was structured questionnaire. The questionnaire contained the Bio-data information and three other sections which consist of twenty one (21) items using five point Likert scales.

Validation of the Instrument

The research instrument was developed by the researchers and validated by the panel of experts from School of Science and Technical Education Programmer, Kaduna Polytechnic for content and phase validation. The experts were assessed each item/instrument on the basis of relevance to ensure the clarity, merit and appropriateness of the questionnaire. Their inputs, corrections and modification were used to update the questionnaire and incorporated in the final copy.

Reliability

The researchers make use of Test – Retest method of reliability. Twenty (20) copies of the questionnaires were administered to SS III students of Government Day Secondary School Kofar Wambai Bauchi. After two weeks interval the researchers re-administered the some questionnaires to the same students. The sets of scores were obtained from the two different tests were correlated using Pearson-Product Moment and reliability co-efficient of 0.85 were obtained.

METHOD OF DATA COLLECTION

All the necessary data was obtained through the distribution of copies of the questionnaire to the students (Respondents) of the selected Secondary Schools. The copies of questionnaires were administered to the respondents by the researchers with the aid of research assistants.

METHOD OF DATA ANALYSIS

The method used for analyzing the data collected is simple descriptive statistics was used. The mean statistic is

the statistical instrument employed in analyzing data. The mean of each item is to be integrated in relation to the real limit of values assigned to the response categories of the instrument, to do this; a 5point Linkert Rating Scale is best suited. Therefore, to find the means (\bar{X}) of the responses; the means were obtained using the formula.

$$\bar{X} = \frac{\sum fx}{\sum f}$$

\bar{X} = means of sample

\sum = sum

f = frequency of respondents to the items

x = nominal value

$\sum f$ = total number of respondents to the items.

Decision Rule

According to Wikipedia, the free encyclopedia, dictionary state that “Decision rule is a function which maps an observation to an appropriate action” meanwhile statistics, dictionary define a Decision rule is a procedure that the researcher uses to decide whether to accept or reject the null hypothesis.

In order to determine the acceptance or rejection level of each item in the questionnaire, a decision rule was used as follows:

“Accepted” if the mean calculated is 3.00 and above, this depicts that 70% of the respondents are agreed with the item and above.

“Rejected” if the mean calculated is below 3.00, this depicts that it is less than 70% of the respondents that disagreed with the item.

PRESENTATION AND ANALYSIS OF DATA

This chapter presents the result of the data obtained in the study, and the interpretation of the results. The statistical tools employed for data analysis are elementary statistic.

Table 1: Age of the respondents

Age (years)	Frequency	Percentage
12 – 14	15	21.43
15 – 17	20	28.57
18 – 20	35	50.00
Total	70	100.00

Data presented in table one (1) show the frequencies and the percentages on the respondent ages on which the questionnaire was administered. The frequency of the students with 12 – 14 years was 15 which represent 21.43%. The frequency of the students with 15 – 17 years the frequency was 20 representing 28.57%, while students with 18 – 20 years were 35 and represent 50% of the respondents.

Research Question 1

What is the influence of parent occupational status on students' academic achievement in Computer Studies?

Table 2: Mean Responses of Respondents on the Influence of Parent Occupational Status on Students' Academic Achievement in Computer Studies?

No.	Items	Mean	Remark
1.	Your parents always encourage you to work harder on your studies when they feel you are being lazy academically	4.71	Accepted
2.	Your parents visit your school to know about your academic progress	2.86	Rejected
3.	Your parents provide you with exercise books, text books, needed for your studies?	4.57	Accepted
4.	Your parents provide you with extra- lesson/extra moral activities for you	2.73	Rejected
5.	Your parents provide a home library for studies	2.60	Rejected
6.	Your parents check your school work or discuss freely with you about your school activities when you return home	4.26	Accepted
7.	Your parent provide incentives to motivate you to work harder and achieve higher	4.27	Accepted
8.	Your parents encourage/motivate you to achieve high in your academic pursuit	3.71	Accepted

Weighted Mean = 3.71

The result presented in table two (2) shows the mean responses of the influence of parent occupation in their academic achievement. The mean ratings on items 1, 3, 6, 7 and 8 were accepted with the mean responses of 4.71, 4.57, 4.26, 4.27, and 3.71. While, items 2, 4 and 5 were rejected this showed the mean responses of 2.86, 2.73 and 2.60.

Research Question 2

What is the influence of high socio-economic status on student's academic achievement in Computer Studies?

Table 3: Mean Responses of Respondents on the Influence of High Socio-Economic Status on Student's Academic Achievement in Computer Studies?

No.	Items	Means	Remark
9.	Your family show more concern toward your academic achievement	4.49	Accepted
10.	Your family sees through your books in order to understand or see your progress in academic achievement	2.08	Rejected
11.	Your family assists/guides you with some of your academic activities	3.77	Accepted
12.	Your family checks your school work or discuss freely with you about your activities when you return home	2.92	Rejected
13.	Your family provide you with learning materials needed for your studies	3.64	Accepted
14.	Your family provide room for you at home for studying or during extra lessons	2.76	Rejected

Weighted Mean = 3.28

The data presented in table 3 shows the mean responses of the respondents on the influence of high socio-economic status on students' academic achievement in Computer Studies. The mean rating on item 9, 11, and 13 were accepted with the mean responses of 4.49, 3.77 and 3.64. While items 10, 12 and 14 were rejected which showed the mean responses of 2.08, 2.92 and 2.76?

Research Question 3

What is the influence of low socio-economic status on student academic achievement in Computer Studies?

Table 4: Mean Responses on the Influence of Low Socio-Economic Status on Student Academic Achievement in Computer Studies?

Responses of respondent

No.	Items	Mean	Remark
15.	The students whose parents are high socio-economic perform academically better than those whose parents are low socio-economic status?	3.29	Accepted
16	Your parental background is a significant contributory factor which influence the academic achievement of students in school	4.46	Accepted
17	There are no significant difference in academic achievements between students whose parents are of high socio-economic and low socio-economic status	2.68	Rejected
18	Student academic achievement is influenced by the socio-economic status of the parents; as parents that earn high income can take absolute responsibilities of their children's education compared to parents that earn meager salaries.	3.27	Accepted
19	That socio-economic status of parents influences the level of academic achievement of the student in school?	2.55	Rejected
20	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.	2.04	Rejected
21	The financial and moral support a student receives from parents' affects his psychology, which is reflected in their academic achievement in school	4.21	Accepted

Weighted Mean = 3.21

The result presented in table 4 shows the mean responses of the respondents on the impact of family socio-economic status on academic achievement of students in Bauchi L.G.A

The mean rating on item 15, 16, 18 and 21 were accepted and showed the mean responses of 3.29, 4.46, 3.27 and 4.21 respondents. While items 17, 19 and 20 were rejected which showed the mean responses of 2.68, 2.25 and 2.04?

All research questions were analyzed and interpreted. The results of the analysis for research question one (1) indicates that parental occupational status influence academic achievement of students in Computer studies.

The result for research question two (2) which sought to find whether parental high socio-economic status on students academic achievement in Computer Studies helps students' in terms of studying their academic achievement in Bauchi metropolis secondary schools, as shown on the table 3, the family helps provide incentives to motivate them to work harder.

Research question three (3) sought to find out the impact of low family socio-economic status on academic achievement of the students in Computer Studies. The results indicated that the provision of adequate learning material for their ward increases their academic achievement.

SUMMARY, CONCLUSION AND RECOMMENDATION

Re-Statement of the Problem

Nigerian educators, examiners and the general public alike have been showing very much concerned about the significance differences in educational achievements of students within same class of students. The situation is viewed with serious concerned because human efforts, time and money spent during the process of teaching and learning are not adequately rewarded due to lower academic achievement on the part of some students. The academic achievements of students in Secondary Schools (SS) are not the same, although, these students are taught by the same teachers under

relatively the same learning condition and educational facilities in the school.

Therefore, to explain this disparity the research were attempt to ascertained the influence of family socio-economic status on student's academic achievement in Computer Studies of secondary school within Bauchi metropolis.

SUMMARY OF PROCEDURE USED

The design of this study was descriptive survey and the area of the study was Bauchi Local Government Area of Bauchi State. The sample comprised of one hundred and eighty (180) senior Secondary Schools Students. The instrument used for the study to collect the data was questionnaire to ascertain the influence of family socio-economic status on the academic achievement of secondary school students in computer studies. The instrument was rated on a five point likert scale type with 21 items.

The instrument was administered personally by the researchers with the help of research assistant in the respective schools. A total of one hundred and eighty (180) Students participated in the study. The percentage returned was 100% simple mean ware used to answer the research question. Items with mean of 3.00 and above were said to be accepted while items with means below 3.00 were said to be rejected.

CONCLUSIONS

The research examined the influence of family socio-economic status as it affects academic achievement of student in Computer Studies in Secondary Schools (SS) in Bauchi local government of Bauchi State. Applying the descriptive survey design, the study sampled one hundred and eighty (180) Secondary classes (SSII) Students from Bauchi Metropolis. The findings indicated that parental background (parental education, occupation, and parental income) has significant influence on the students' academic achievement. The result of the research is significant to the general public in that it will provide awareness on the relationship between socio-economic status and academic achievement. With this awareness, the general public will understand the need for parental education, income and occupation on the education of the child; Parents should equally adjust themselves to the academic needs of their children through provision of essential reading materials, and providing necessary guidance at home. Empirical evidence indicated that students are influenced by their socio-economic status and academic achievement.

RECOMMENDATIONS

In view of the finding of this study, the following recommendations are here presented:

- Since the family is referred as the primary agents of socialization, it is the first real group of individuals which attempt to expose the child to the norms and values of the society well before any other agent begin to have their effect as well. Therefore, good home environment is an essential ingredient towards academic achievement of the students. A disorganized family life does not provide suitable environment for students to perform creditably at school.
- Social and economic policies should be put in place to enable children from parents of low economic status to have equal opportunity of advancing the cause of education of their children.
- Illiterate parents should be encouraged to go to school in that their literacy will enhance their children's academic

achievements in schools.

- Government should equip all secondary school libraries with current textbooks and instructional materials for effective teaching and learning.
- Parents who are not educated or has low educational qualification should Endeavour to allow their children to attend remedial summer coaching provided by non – governmental organization during holidays to supplement the regular school programmed.
- Parents are also advice to pay a courtesy visit to schools to see how their children are coping with their academic work and it will help in schools which has negative effect on student’s academic achievement.
- Adequate and effective learning materials such as textbooks and writing materials should be provided to the children by the parents, in addition, parental support through motivation, incentives, appreciation to encourage the students to perform creditably in their academic pursuit.
- There is a need for the secondary school teachers understand that their jobs is not only teaching but also serving as role models in social upbringing of the children entrusted under their care to make up for some of the deficiencies the children have as a direct result of their poor home background.
- Recommendations were made for the Computer Students, Teachers, Parents Government and curriculum developer on ways to improve academic achievement and inculcating positive attitudes in students towards learning Computer

LIMITATIONS OF THE STUDY

- The study was limited to Bauchi Metropolis due to the financial constrained and geographical distance.
- Another obvious limitation of this study is that, it focused only on family socio-economic status. There are number of other variables that might exert influence

SUGGESTIONS FOR FURTHER RESEARCH

The following has been suggested for further studies:

- The relationship between academic achievement of students and their family socio-economic status.
- The effects of parental support on the academic achievement of students.
- The effects of family size on student’s academic achievement in secondary school should be investigated more.
- The relationship between academic attainment of children and their parents level of literacy.
- In order to have a comprehensive understanding on the extent to which family background can influence academic achievements of a child in primary schools, there is need for another study to be carried out in other Local Government Areas of Bauchi State.

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