

Effect of Socio-Economic Status on Academic Performance of Secondary School Students

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ABSTRACT

Socio-economic status is the blend of economic and sociological measures of an individual work experience and the economic and social position of an individual or family in connection to others on the premise of income, educational level and occupational status. For the investigation of a family socioeconomic status, the household income, education of earner and occupation are checked and in addition consolidated wage contrasted and a person, when their own attributes are assessed. Socioeconomic status is by and large partitioned into three categories i.e., high socioeconomic status, middle socioeconomic status and low socioeconomic to clarify the three fields a family or an individual may fall into. At the point when putting a family or individual into one of these classifications, any or the majority of the three variables i.e., income, education, and occupation can be investigated and evaluated. The obligation of training a child always lies in the hand of the parents. This is harmonious with the regular attestation sociologist that education can be an Instrument of social change which is being taught from home is important in this talk about It is not strange to envision that parental socio economic foundation can affect the academic achievement of children in school. At all influence the advancement environment of youngsters would perhaps influence their training or attitude to it. Parental status is one of such variables. The paper tries to produce an analysis on effect of socio-economic status on academic performance of secondary school students.

Key-words: Parental Socio-economic Status; Academic Performance; Secondary school students.

INTRODUCTION

Education is important as it facilitates quality learning throughout one's life. The opportunity that education affords to individuals and societies brings the issue of quality and equality of opportunities in higher education "Higher education is of paramount importance for economic and social development. Institutions of higher education have the main responsibilities for equipping individuals with the advanced knowledge and skills required for positions of responsibility in government, business and the professions"- World Bank. Higher education influences all levels of education by affects every field of human endeavor providing human resources for production, planning, management and scientific and technological development. It therefore influences the future of the state and nation. Today many countries are on the brink of a further increase in access to secondary and higher education and in effecting spectacular improvements in the quality of education offered at all levels. As increasing number of students complete their basic education, their demand for higher education is similarly increasing. Especially, educating girls and women is probably the single most effecting investment a developing country can make. It creates a multitude of positive remunerations for families including better family health and nutrition, improved birth spacing, lower infant and child mortality rate and enhanced educational attainment of children. The whole process of education focuses on academic performance of the students through teaching-learning process. However, the differences in academic performance as related to poor educational standards in most regions attracted attention in this field. Academic performance is influenced by various factors like Socio Economic status (SES), gender, age, classroom environment and many more. Among all, SES has a vital role in determining the academic performance of students. When understanding a family's SES, the household income, earner's education and occupation are examined, as well as combined income, versus with an individual, when their own attributes are assessed.

Socio-economic status of parents do not only affect the academic performance, but also makes it possible for children from low background to compete well their counterparts from high socioeconomic background under the same

academic environment (Rothstein, 2004). Education is a tool of development. It widens minds, recognizes good and bad, makes us to segregate well from terrible and uses our environment to the best of our capacity for the improvement of a person and in addition the group (Sabzwari, 2004). Rich source of literature is available which highlights the impact of socioeconomic status on academic performance like Suleman et al., (2012) who found that children with strong socioeconomic status show better academic performance in comparison to those with poor socioeconomic status, they showed poor and unsatisfactory academic performance. Saifi (2011) investigated the effect of socioeconomic status on student's performance. Results revealed that parental education and occupation and facilities at home affect the student's achievement. Eamon (2005) revealed that students whose parental socioeconomic status is low do not show effective performance in school. Findings also showed that the academic achievement of students is negatively correlated with the low parental socioeconomic status level as it prevents the indivisible in gaining access to sources and resources of learning.

Ahmar and Anwar (2013) examined the effects of gender and socio-economic status on academic achievement of higher secondary school students of Lucknow city and found that those who belonged to high socio-economic status showed better performance. Akhtar (2012) in his study observed the factors number of siblings and transport facility has negative effect on achievement. It further found that majority of the students of middle class were average achievers and the students belonging to lower class remain low achievers. Aliyu (2016) in his study investigates the influence of socio-economic status of secondary students in Nassarawa Zonal Education Area of Kano state, Nigeria and found that there is a significant relationship between the family socio-economic status and academic achievement. Further, Faaz and Khan (2017) in their study also observed a positive significant correlation between SES and academic achievement. Farooq et al (2011) examined the factors affecting students' academic performance employing Standard t-test and ANOVA. Their study revealed that socio-economic status and parents' education have a significant effect on students' overall academic achievement. Among gender, it was further found that girls perform better than the male students. Juma (2016) in his study 'Influence of Parental Socio-Economic status on students' Academic Performance in public secondary schools in Tana River County, Kenya' found factors such as that parents' income, occupation and parental involvement in education influence students' academic performance. Simi-Olarly Oyancha, Njoroge and Newton (2015) in their study found that higher the parent's socioeconomic status the higher the academic performance of the students. Rather and Sharma (2015) in their study revealed an intimate relationship between SES and academic grades of the students, Across gender, male students were observed to perform better than the female students.

A report from the Department of International Development (1998) revealed that countries consider the provision of education important for their overall socioeconomic development and consequently allocate an annual basic substantial amount of resources to it. Post primary education for a female student has important individual benefits in terms of her options and resources over her lifetime. These benefits extend beyond the female student in affecting her family and the society as a whole; the benefits to society include enhanced economic development, education for the next generation, healthier young females and families and fewer maternal deaths (UNICEF, 2004). The benefit of education for a female and society can be explained by the effect that education has influenced in empowering females to acquire and use new personnel, social and economic behavior that in turn affect societal change (Moulton, 1997).

According to Wanjiku (1994) where resources are limited within the family, education of males comes first. Females have been socialized to accept this, and failure of girls in schools is socio-culturally less tolerated, and then they usually drop out of school for the benefit of their brothers. Psacharopoulos and Woodhall (1985) concur with Udo (1979) in that they also noted that families, especially mothers favor boys' education because they will support adults for old age insurance. This in the end may lead to low female academic engagement at any level of education, which will affect society negatively because lack of education for females has a negative influence on child mortality, economic growth and fertility rate (Kitaev, 1999). Ayodo (2010) observes that the quest for the provision of quality education continues to be a matter of leading concern to both consumers and providers of the education service in Ethiopia and other developing countries. This is supported by the UNESCO (1994) whose report reveals that quality education has dominated the education debate from the early eighties and has remained a central issue in the twenty first century as well. Socio-cultural attitudes, practices and school-related factors which include irrelevant school curriculum and materials, inadequately trained teachers, unfriendly approaches in training and lack of role models are among the factors that have been obstacles to female's academic achievement (Mbilinyi, 2003).

CONCLUSION

There were weak positive relationships between both sexes and family level of education. However, there was statistically significant negative relationship between sex and students' academic achievement. Besides, there was a weak positive relationship between Family Total Income per Month (FTIPM) and student academic achievement measured by CGPA. Families who were educated were able to encourage their children's academic achievement through guidance and

counseling and effective supervision whereas families who were non- educated were not able to contribute to their children's academic achievements. On the other hand, family level of education and non-edu- cated families contributed 40.96% to students' academic achievement whereas 59.04% were unexplained variables that contributed to stu- dents' academic achievement. Respondents' sex, families and guardians who help their stu- dents do their homework contributed 34.81% to students' academic achievement whereas 65.19% were unexplained variables that contrib- uted to students' academic achievement. There- fore, the benefit of education for female, male and society ought to be explained by the effect that education has on empowering for females, males and the whole society to acquire and use new personnel, social and economic behaviour that in turn, affect societal change as well as increasing students' academic achievement in any level of education.

RECOMMENDATIONS

The following recommendations were made on the basis of the findings of the current study. Firstly, the government should sensitize families on need and importance of supporting their children's education for better academic achievement. Secondly, university leaders, school supervisors, school principals, homeroom teachers and education supervisors should ad- vise families on how to properly use their re- sources on supporting their children's academic achievement in any level of education. Thirdly, the government should balance the effect of affirmative action in education by providing equal chances for both female and male stu- dents even though education of females, in par- ticular, contributes to various aspects of their lives such as increased longevity, family health and nutrition, reduced fertility rates and reduced related child mortality rates.

Therefore, familial education influence should minimize factor affecting students' aca- demic achievement at any level of learning in- stitution. Children whose families had high edu- cational scales have a far better statistical chance of participating in tertiary education in Ethiopia. Therefore, the government should de- velop a succession plan to educate its nation for the better economic, social, intellectual, political and developmental related issues of the next generations' life. Explanations for the re- lationship between socioeconomic status and students' academic achievement must be con- sidered in order to identify the most theoreti- cally appropriate indicators for application to school students. Therefore, educators, research- ers, curriculum designers, politicians, leaders, media personnel and policy makers should seri- ously talk about the degree to which students from non- educated family backgrounds are criti- cally disadvantaged in regard to their academic achievement at school, school completion, and participation in post-secondary education and training.

Mothers are usually more closely related to the attainment of the child than her/his fa- ther. Therefore, the Ethiopian government bod- ies should encourage mothers' in general and female education in particular for their better children's academic achievement at any educa- tion levels in particular. The responsibility of training a child always lies in the hand of the parents. Therefore, this is congruent with the common assertion educational psychologists that education can be an instrument of cultural change which is being taught from home is rel- evant in this discussion. It is not out of place to imagine that parental socio-economic status can have possible effects on the academic achievement of children in school. Parental level of education is one of the most important vari- ables that are directly or indirectly alter students' academic achievement. Social and economic policies should be put in place to enable chil- dren from parents of low economic status to have equal opportunity of advancing the cause of education of their children.

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