

Impact of Parents' Socio-Economic Background on Students' Achievement in Agricultural Science at the Senior Secondary School Level in Ogbomoso South Local Government, Ogbomoso, Oyo State

Modupe M. OSOKOYA

Institute of Education, University of Ibadan, Ibadan, Nigeria

Sunday Paul, ADEGOKE*

Institute of Education, University of Ibadan, Ibadan, Nigeria

E-mail: greatspaul@gmail.com

Abstract

The study examined the prediction of students' achievement in Agricultural Science by parents' socio-economic background in selected secondary schools in Ogbomoso South Local Government, Oyo State, Nigeria. It made use of 300 senior secondary school students drawn from ten secondary schools in Ogbomoso South Local Government, Oyo State, Nigeria. An agricultural achievement test containing fifty multiple choice items was used together with socio-economic pattern questionnaire these contain a section for students to fill in their demographic data was used to gather data. Five research questions were formulated to guide the study. Data analysis involved the use of descriptive statistics, pearson product moment correlation coefficient, and t-test. The result showed that fathers that have secondary school certificate dominated the group while fathers that have no educational qualification have the least. It was also revealed that secondary school certificate and primary school certificate dominated the group mothers that have secondary school certificate being the modal qualification. It was also showed that there is a significant difference between parents' educational qualification and students' achievement. It was also revealed that there is a significant difference between the nature of family and students achievement Nature of family. It was revealed that there is low negative relationship between students' access to learning materials and their achievement in Agricultural Science. It was showed that there is a high positive correlation between socio-economic background and students' achievement in Agricultural Science. The implication of the findings was also discussed, and suggestion for stakeholders in education industry.

Keywords: Agricultural Science, impact, socio-economic background, students' achievement

1. Introduction

Socio-economic background has a lot of roles to play in students' achievements in Agricultural science just as in other subject or discipline. However, Demarest et al. (2001) agree that socio-economic background is measured with age, sex, occupation, residents and residential level as well as the social status in the community. Families that fall within high socio-economic status often have more access to a wide range of resources to promote and support young children's development. Coleman (1966), cited in Wikipedia, the free encyclopaedia (2007), asserted that the influence of students background was greater than anything that goes on within schools. Researchers also believe that the socio-economic background of the students has a great effect on their performances.

The low educational and occupational status of many parents has been viewed as an influential determinant of students' memory and academic achievement. Some research reports (Akinsola and Tijani, 2004; Broody and Dowker, 2006) also suggest that students who come from economically poor families are more likely to forget materials and perform poorly in school than those from more economically stable families. Tella et al. (2007) investigated parental education, peer and gender effects on academic achievement of secondary school students in Botswana and found that academic achievement correlated with parental education. The same study revealed that students from parents with high educational qualifications performed better than those from parents with lower educational qualifications.

The value of socio-economic factors for predicting academic achievement seems to be specially supported by research. Adedeji (2008) found out that parents that are rich show more concern over their children's academic achievement. White (1986) and Morakinyo (2003) indicate the existence of a relationship between socio-economic status (SES) and academic achievement. White (1986) in a Meta analysis of 620 correlation coefficient from 100 students indicates that a definite relationship exists between SES and academic achievement. Aremu (2000) stresses that academic failure is not only frustrating to the students and the parents, its effects are equally grave on the society in terms of dearth of manpower in all spheres of the economy and politics. Ononuga (2005) asserted that education of the parents has an impact on the level of the performances of the students

Comers (2003), speaks on the idea of concerted cultivation, where middle class parents take an active role in their children's education and development by using controlled organized activities and fostering a sense of entitlement through encouraged discussion. He argues that families with lower income do not participate in this movement, causing their children to have a sense of constraint. A division in education attainment is thus born out of these two differences in child rearing. Akujieze (2003) stated that the educational level of parents affects how well children perform in school. However, in some cases, parents who had little or no education usually ensure that their children receive school education. For instance, students' academic achievement is obviously affected by the educational milieu of the home and the presence or absence of excellent community facilities and resources. Ononuga (2005) stated that the kind of occupation a parent engages-in would determine his income as well as his social status. Akujieze (2003) asserted that occupational status measures social position by describing job characteristics, decision making ability and control, psychological demands on the job. Parent's occupation determines the type of education a child receives from his/her parents. Fajuyitan (1998) reported that the occupational type of a parent tends to exert a considerable influence on their children's education or academic performance in school.

The study of agricultural science in our schools is of paramount importance in the growth and development of the economy of our country which is endowed with natural resources that need to be harnessed judiciously for the satisfaction of mankind. You will undoubtedly agree with me that this discipline of study had been existing in our school curriculum since the era of colonies. The study of agriculture is not a new subject in our school curriculum yet it does not bear fruit like it obtains in the developed world (Janneh 2011). Studies have revealed that there has been a downward trend in Secondary school students' academic achievement (especially in Agricultural science) in Nigeria in recent times (Uwadiae, 2005). Among the painful effect of academic under-achievement are stigmatizations, drop out and lost of set goals (Salami, 2001).

Researches have shown that there are different views of parents' socio-economic background on students' achievement, also different factors and techniques in other countries and states. Hence, replication to Oyo state, and Students' achievement in Agricultural science is necessary. Therefore this study aimed at finding out the impact of parents' socio-economic background on students' achievement in Agricultural Science at the Senior Secondary School Two level in Ogbomosho South Local Government.

Methodology

The target population for the study comprises of S.S.2 Students in Ogbomosho South Local Government in Ogbomosho Metropolis. Ogbomosho metropolis comprises five local governments (Ogbomosho South, Ogbomosho North, Oriire, Surulere and Ogo-Oluwa) in Oyo State, Nigeria.

A multi-stage sampling technique was used in the selection of sample for this study. Stratified sampling technique was adopted to put the secondary schools in Ogbomosho South Local Government into strata/groups. Two schools were selected from each of the five zones to make ten (10) sample schools, and thirty (30) S.S.2 students were selected from each school to make a total number of 300 samples. The schools were finally selected using simple random sampling.

Two instruments were used for this study which was developed by the researcher: The First instrument is Socio-economic Background Questionnaire (SEBQ). This comprises of two sections; Section A comprises of students demographic, sections B consist of items that elicited information on students' socio-economic background. The Second instrument is Agricultural Achievement Test (AAT). An overall Cronbach alpha reliability coefficient of $r = 0.79$ (socio-economic background pattern questionnaire), The reliability co-efficient of $r = 0.9531$ (Agricultural Achievement Test). This was established using Kuder Richardson 20 (KR -20) formula.

After the collection of questionnaire and achievement test, the researcher and the research assistants copied out the names of the students write on the two questionnaires to match their score in achievement test. The instruments were administered within the period of five weeks.

The data collected with the two instruments used for the study were coded and stored in SPSS software version 17 for analysis. The statistical tools used for the analysis are: Descriptive Statistics, Pearson Product Moment Correlation Coefficient, and t-test.

Results

From table 1, documents fathers educational background of students. Fathers that have Secondary School Certificate have the highest proportion of 32.9% followed by fathers that have Primary School Certificate with 19.6%. the next category is higher degree with 16.9%, followed by bachelor's degree with 14.6% , then it followed by 11.6% while 4.3% of the fathers are not educated. The result shows that fathers that have secondary school certificate dominated the group while fathers that have no educational qualification have the least.

Table 2 presents the frequency distribution and percentages of educational background of students' mothers. It is revealed that 24(8.0%) of the sampled mothers are not educated, 77(25.7%) had primary school

certificate, 92(30.7%) had secondary school certificate, 45(15.0%) had sub degree, 30(10.0%) had bachelor's degree and 32(10.6%) had higher degree. The result also shows that secondary school certificate and primary school certificate dominated the group mothers that have secondary school certificate being the modal qualification.

Table 3 shows a t-value (42.706) which is significant at 0.05, ($p < 0.05$). Therefore there is a significant difference between parents' educational qualification and students' achievement. Parents' educational qualification ($X = 4.74$, $Sd = 1.428$), Students' achievement ($X = 46.25$, $Sd = 21.666$).

Table 4 shows a t-value (36.974) which is significant at $p < 0.05$. Therefore there is a significant difference between the nature of family and students achievement Nature of family ($X = 1.23$, $Sd = .447$), students' achievement ($X = 46.25$, $Sd = 21.666$).

From the result documented in table 5, there is low negative relationship between students' access to learning materials and their achievement in Agricultural Science. The statistical analysis performed yield a correlation coefficient $r = -3.42^{**}$, $p < 0.01$. It could be deduced that as the students level of acquaintances or the rate of access to the learning materials increases their academic achievement decreases vice versa. This could be traced to the fact that students that have access to other learning materials are not making judicious/effective use of it.

From statistical analysis on table 6, there is a high positive correlation between socio-economic background and students' achievement in Agricultural Science. The statistical analysis performed yield a correlation coefficient $r = .515^{**}$, $p < 0.01$. This result implies that as students' parent socio-economic background increases their level of academic attainment subsequently increases, vice versa. Changes in income, education qualification, nature of job, provision of learning materials (opportunity to learn) or wards and children, access to educative magazine and bulleting, lesson teacher/extra moral class and other parent socio-economic features affect in no small measure students' level of academic achievement in Agricultural Science. In other words, it can also be interpreted that socio-economic status of parent relates to students' Achievement in Agricultural Science.

Discussion

The result shows that fathers that have secondary school certificate dominated the group with 32.9% while fathers that have no educational qualification have the least with 4.3%. The result also shows that mothers that have secondary school certificate and primary school certificate dominated the group mothers that have secondary school certificate being the modal qualification with 30.7% and 25.7% respectively while mothers with no qualification have 8.0%.

The study also revealed that there is a significant difference between parents' educational qualification and students' achievement. This agrees with Ononuga (2005) asserted that education of the parents has an impact on the level of the performances of the students. Also, Akujieze (2003) stated that the educational level of parents affects how well children perform in school. However, in some cases, parents who had little or no education usually ensure that their children receive school education. For instance, students' academic achievement is obviously affected by the educational milieu of the home and the presence or absence of excellent community facilities and resources.

Moreover, the study showed that there is a significant difference between the nature of family and students achievement. This agrees with Ononuga (2005) who stated that broken homes have a very bad effect on the academic achievement of a child. These broken homes can be of different causes. It may be through death or through divorce, but the common one is through divorce. Where the children from the type of broken home live with their father and not much love was given at home, it will definitely affect their academic work in school where the home is not very pleasant for him/her to stay and the father pays little or no attention to him/her, he/she may be a truant or may not even bother to go to school at all. By this, he will not have any academic achievement. Children from monogamous homes do well in school and their class work. This is because they are well equipped with all necessary things required for learning in school. They are also able to feel the love, warmth, and attention from both parents; thereby making them happy and satisfied. Both parents are to encourage them in their school work and academic activities. Scheldon (2003) found that children from polygamous homes often perform poorly in class. A polygamous home is a home set up where a man marries more than one wife, given room for many domestic problems which directly have influence on the children in school. Some of the problems are hatred, jealousy, quarrelling, nagging etc

Furthermore, there is a high positive correlation between socio-economic background and students' achievement in Agricultural Science. The statistical analysis performed yield a correlation coefficient $r = .515^{**}$, $p < 0.01$. This result agrees with Adedeji (2008) who found out that parents that are rich show more concern over their children's academic achievement, because most of them teach their children school subjects at home or employ the service(s) of a lesson teacher for them. Also, Olaniyi (2004), Ezewu (2002) were of the opinion that students from families with high socio economic status tend to achieve success in their educational career much

more than those from families of low socio economic status, because they have interest in their children education, and they have the financial ability to send their children to very good school with capable and qualified teachers they have the potentials to give orientation to their children concerning their educational career right from home, and they provide necessary materials needed by the children (such as, text books, magazines and newspapers etc.) that treated school subjects, Agricultural Science in particular. White (1986) and Morakinyo (2003) indicate the existence of a relationship between socio-economic status and academic achievement. Ononuga (2005) in his own view asserted that education of the parents has an impact on the level of the performances of the students. It is clear the more educated the parents are, the more education they would want for children and more involved they will be in their children's academic achievements.

Conclusion

The study has been able to assess the relationship between socio-economic background and students' achievement in Agricultural Science in Ogbomoso south Local Government, Ogbomoso, Oyo State, Nigeria. It was found out that socio-economic background is a good predictor of achievement in Agricultural Science. If the government provide adequate learning materials and other social amenities that we make the teaching/learning process conducive. Then there must be recruitment of qualified teachers to all our public schools so that the less privilege students will benefit.

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Table1: Percentage of Fathers' Educational background of students in senior secondary schools in Ogbomoso south local government.

ITEMS	N	PERCENT
Not Educated	12	4.3
Primary school	59	19.6
Secondary school	99	32.9
Sub degree	35	11.6
Bachelor's degree	44	14.6
Higher degree	51	16.9
Total	300	100

Table 2: Percentage of Mother's Educational background of students in senior secondary schools in Ogbomoso south local government.

ITEMS	N	PERCENT
Not Educated	24	8.0
Primary school	77	25.7
Secondary school	92	30.7
Sub degree	45	15.0
Bachelor's degree	30	10.0
Higher degree	32	10.6
Total	300	100

Table 3: Difference between Parent's Qualification and Students' Achievements in Agricultural Science.

Items	N	Mean	Sd	Df	T	Sig
Parents Qualification	300	4.74	1.428	299	42.706	0.01
Students' Achievement score	300	46.25	21.666			

Significant at $p < 0.05$

Table 4: Difference between Nature of family and Students' Achievements in Agricultural Science.

Items	N	Mean	Sd	Df	T	Sig
Nature of Family	300	1.23	.447	299	36.974	0.00
Students' Achievement score	300	46.25	21.666			

Significant at $p < 0.05$

Table 5: Relationship between Students' Access to learning materials and their Achievements in Agricultural science.

Items	Access to learning materials	Students' Achievement Score
Access to learning materials	1	
Students' Achievements Score	-3.42**	1

** Correlation is significant at the 0.01 level

Table 6: Relationship between Socio-economic background and Students' Achievement in Agricultural science.

Items	Socio-economic background	Students' Achievement
Socio-economic background	1	
Students' Achievements	0.515**	1

** Correlation is significant at the 0.01 level

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