

ADDRESSING SOCIO-ECONOMIC FACTORS INFLUENCING STUDENTS' ACADEMIC PERFORMANCE IN ILORIN METROPOLIS SENIOR SECONDARY SCHOOLS: ANTIDOTE TO QUALITATIVE SECONDARY EDUCATION

¹ BALOGUN, I. N. ² ALABI, B. M. & ³ AYUB, A.

^{1, 3} Department of Social Sciences Education, University of Ilorin, Ilorin, Kwara State, Nigeria

² Department of Curriculum and Instructions, Federal College, of Education Okene

Abstract

Some factors have been identified as having the potential to influence the students' academic performance as well as the overall quality of education at all levels. The study identifies and addresses socio-economic factors influencing Senior Secondary School students' academic performance in Ilorin metropolis. A mixed-method and a meta-analysis technique approach was adopted for the study to extract the findings of earlier research on the influence of the identified factors (Parental level of education; income and school environment). A purposive sampling technique was used to select twenty professional counsellors as a focus group for the interview. Qualitative data generated for research question 2 were analysed thematically. The study revealed that low parental education and income are the major socio-economic factors that influence students' academic performance negatively in Ilorin metropolis. Also, classroom and school environment were not conducive for learning. It was concluded that the availability of recommended textbooks in the school library, organizing adult literacy classes and clearing the market scene within the school environment can promote students' academic performance. The study recommended that professional counselling services within the school should be made functional by helping students to focus more on their academic performance, particularly students whose parents have a low educational background.

Keywords: Parental level of Education, Income, School Environment, Ilorin Metropolis

Introduction

Studies have identified causal factors responsible for weak or excellent academic performance at many institutions throughout the world. Among those factors observed are the family, home variables, school, and environment as factors that contribute to a student's academic performance. The role of a family unit is to provide love, care, educate, and protect the child. The environment of the home should be conducive as it has a major impact on the child, especially during the teenage years. The child's upbringing, grooming and mentoring begin with the

family. Aside from the family, the children identify themselves with social class, religion, society, and culture through the acts they learn at home (Ajila and Otutola, 2000). Research has established a strong link between student academic performance and the socioeconomic status of parents in terms of Education, income, social background, and environmental settings of the students.

Adika, and James, (2019) identified factors such as school-based, family-based, community-based, and student-based as factors that influence students' academic performance while guidance and counselling services on students' academic performance supplement, strengthen and add real meaning to the students' regular experience. It improves student's self-understanding, makes students more active in their studies and become more realistic and enlighten about themselves. Also, Omeje, Anyawu, Mba and Okike (2021) have established that parental background has a serious influence on students' academic performance.

Although there is a serious debate over the most accurate method for determining the socioeconomic status of students' parents, Stakeholders in education have also attributed the wanting academic performance of students in national examinations to the negative effect of other socioeconomic factors, but parents' involvement in children education can boost their morale, improves their attitudes and promotes better behavioural and social judgement (Adedigba and Imam, 2017). However, Fekadu, Negassa and Tegegne (2019) found that students from low socioeconomic backgrounds do not perform as well in school as students from high socioeconomic backgrounds. This according to them may be due to inadequate resources that can promote and support children's education development. The study of Adedigba and Imam (2017) revealed that there was a positive and significant relationship between parental involvement and the academic achievement of learners. In a study conducted by Modibbo and Nwabufor (2020) on the influence of parental level of education on students' academic performance in Business Studies, the major finding of the study revealed how parental level of education has positive and a significant influence on the student's academic achievement. AbdulAziz, Adegboye and Rasheed (2022) in their study, Influence of parental economic status on the educational attainment of some secondary school students in Eti Osa, Lagos State Nigeria found that there was a significant difference between the parent's income and the academic performance of the students. However, the majority of studies compare students from all socioeconomic backgrounds and conclude that having a low socioeconomic status harms a variety of educational outcomes.

The Nigerian educational system, at all levels, is beset with difficulties such as; poor funding, inadequate educational infrastructure, dilapidated classrooms, insufficient teaching aids, underemployment of qualified teachers, and an uncomfortable learning atmosphere (Odia, & Omofonmwan, 2007). The secondary school level is not an exception. The study of Aransi (2019) revealed that school location and environment occupied a prominent position when considering students' academic performance. Agyemang, Mensah, and Awudja, (2021) worked on the

analysis of environmental factors affecting college students' academic achievement and found that the classroom environment was not conducive to learning because the classroom was not spacious enough to support movement during the teaching and learning session. Researchers in the current study would also not claim the ignorance that few schools have proximity to the market and market areas. However little has been done to critically look into these problems and address them simultaneously. It is against this background that the researchers were prompted to identify and address socio-economic factors influencing the academic performance of students in Senior Secondary Schools in Ilorin metropolis. However, academic institutions at whatever level or type have no worth without the students. They are by and large the most important assets for any academic institute. They occupied the central position in the school as everything done in the school was targeted at them. However, the connection between the students and every other thing in the school is the success in their academic pursuits, therefore measuring students' academic performance has been and will continue to be an important factor in any academic institution. The reason it has also received the attention of many researchers around the globe for many decades. (Gilbert, 2018).

Egunsola (2014) in a study conducted on the home environment of students and academic performance in the university. The study found that economic status, parental educational qualification, and home occupation location have a considerable impact on students' academic performance. Apart from the home, it is worth noting that students spend a larger part of their life in the school. The school is where the student learns what they want for their future and how they can reach that ultimate target. The school environment is very important in the grooming of a student, it is highly necessary to understand the factors affecting the overall school ambience to achieve maximum output. What needs to be understood is that if schools do play a major part in teaching the upcoming generation of students how to be a successful pillar of society then every preventive measure must be taken to ensure that the students are in a serene learning environment (Hazrati-Viari, Rad, & Torabi, 2012). The school environment therefore is one of the strong determinants of students' achievement. This is because the school is the official place designed for teaching and learning. This is where they learn most of the expertise necessary to help them reach their desired future goals to have a better future (Hajizadeh and Ahmadzadeh, 2014). According to Harinarayanan and Pazhanivalu (2018), the learning environment is an intrinsic factor in moulding the inborn potentialities of the individual, whereas, school is regarded as one of the important factors in the child's education. On the whole, their study established that the school environment influenced the academic performance of students significantly. The earlier study of Usaini, Abubakar and Bichi (2015) in Malaysia indicated that students from a school with adequate facilities and a favourable environment perform better than those from schools with fewer facilities and a less enabling environment. Therefore, Having relied on the findings of these previous studies through data extraction, the

qualitative data of this study will determine the likely solution to qualitative secondary education regarding socioeconomic factors.

The main purpose of the study was to identify and address the socio-economic factors influencing the academic performance of students in senior secondary schools in Ilorin metropolis. Specifically, the study;

- I. Identify socio-economic factors influencing the academic performance of students in Ilorin metropolis
- II. State ways and means of addressing socio-economic factors identified towards improving the academic performance of students in senior secondary school in Ilorin metropolis

Research Questions

The following research questions were raised to guide the study:

- I. Investigate the influence of parental level of education, income and school environment on students' academic performance in Senior Secondary Schools in Ilorin Metropolis.
- II. How can the identified factors be addressed to improve the academic performance of Senior Secondary School students in Ilorin Metropolis?

Methodology

A mixed-methods approach was used in the study. A descriptive survey was used to extract the findings of earlier research on the influence of the identified factors (Parental level of education, income and school environment) on the academic performance of secondary school students. A purposive sampling technique was used to select twenty professional counsellors within the Department of Counsellor Education University of Ilorin and a few Counsellors in some selected schools within Ilorin Metropolis as a focus group for the interview. The findings of the previous research were analyzed with the use of the meta-analysis technique, while Qualitatively, thematic analysis was used to analyze the responses of the interviewees (Professional Counsellors). Meta-analysis is a measure of multiple studies while relying on the results of these studies thereby, providing a comprehensive and statistical summary of the overall findings. While the qualitative thematic analysis applies inductive reasoning rather than statistical procedure.

Results

Research Question One: Does Parental level of education, Income, and school environment influence students' academic performance in Senior Secondary Schools in Ilorin Metropolis?

Table 1: Findings of Earlier Researchers on the Identified Factors

Socio-economic Factors influencing Academic Performance of secondary school students	Authors in Agreement with the findings
	Omeje, Anyawu, Mba & Okike (2021)
	Olufemi, Adediran and Oyediran 2018
	Rose, A, 2019
	Modibbo, B. & Nwabufu, B. N (2020)
	Sylvester, Patrick, Paul & Dajan (2021)
	Abdulaziz, Adegboye, & Rasheed, (2022)
	Adedigba and Imam, (2017)
School Environment	Usaini, Abubakar & Bichi (2015)
	Harinarayanan & Pazhanivelu (2018)
	Lone (2021)
	Kwegyiriba, Agyemang, Mensah, & Awudja (2021)
	Aransi (2019); Hazrati-Viari, Rad, & Torabi (2012).

The findings of the earlier research as shown in table one revealed that parental level of education, income and school environment influence the academic performance of students. The studies revealed further that low levels of parents' education and income influence a child's education negatively and vice versa. The literature reviewed revealed that none of the studies contradicts the majority of the studies which uphold that parental level of education, income and school environment do influence students' academic performance.

Research Question Two: How can the identified factors be addressed to improve the academic performance of Senior Secondary School students in Ilorin Metropolis?

A summary of the thematic analysis of counsellors' responses in addressing socio-economic factors influencing the academic performance of students in senior secondary schools in Ilorin metropolis is shown in Table 2.

Table 2: Thematic Analysis of Responses of Interviewees

Theme 1: Low Parental Education	Participants
	20
Sub-theme – Addressing Low parenteral education of students to promote the academic performance of students in Senior Secondary Schools	
Attending tutorials after regular classes	04
Parents attending Adult and non-formal Education	09
Gives incentives to encourage adult education	04
Effective supervision by supervisory agencies	03
Theme 2: Low parental income	20
Sub-theme – Addressing Low parental income of students to promote the academic performance of students in Senior Secondary Schools in Ilorin metropolis	
School fees be subsidized to encourage attendance	04
School feeding programme be extended to Senior level	05
Recommended texts be made available in the school library to aid accessibility for all students	08
School improvement programmes be made fee-free, compulsory and supervised by the school management	03
Theme 3: School Environmental Settings	20
Sub-theme: Addressing School environmental settings of students to promote the academic performance of students in Senior Secondary Schools in Ilorin metropolis	
Market scenes located within school premises be cleared forthwith to reduce distractions	10
Schools located within high-density areas be properly fenced and managed by security agents	05
The classroom should be well-ventilated and properly illuminated	02
Approved teacher-student ratio to be adhered to in schools to facilitate positive academic performance	03

Discussion of findings

The result of the findings revealed that there are various factors affecting students' academic performance in Ilorin metropolis senior secondary schools, the factors are parental educational background, parental income, environmental setting of the schools, parental exposure, the strength of the family in terms social status,

occupational status and mental and physical capability of the students' parents. All factors affecting the academic performance of students identified can be grouped into parental educational background, parental income, and environmental setting. The finding is in line with Rose, (2019) recognised School sponsorship, the provision of natural fountains of water, and spiritual nourishment of students as mental and physical capabilities that can influence the academic performance of students. Also in line with the findings of Usaini, Abubakar and Bichi (2015) whose findings reiterated that only students from schools with favourable environments perform well.

The remedy to the identified factors as highlighted by the professional counsellor is subsidizing school fees for students in Senior secondary school, the outcome of these findings corroborates the findings of Michael, (2016) who submitted that an arbitrary increase in the fee for internal and external examination constitute a serious threat to class attendance and subsequently lead to poor scholastic achievement. Professional counselors* thought that focus groups and Adult literacy classes be organised for the students' parents to help solve the problem of low education, this new finding could benefit low-education background parents to contribute significantly to the academic achievement of students in secondary schools. Another finding of this study suggests that classrooms should be well-ventilated and properly illuminated. This is in line with the report of Kwegyiriba, Agyemang, Mensah, & Awudja (2021). the finding of this study is in support of; it was established that overcrowded scenes may lead to abduction and destruction of educational infrastructure which may lead to disruption in attendance and decline in academic performance.

Conclusion and Recommendations

Based on the data collected and the analysis of this study, it is obvious that low parental education and income; and school environmental settings can influence students' academic performance negatively as pointed out in the findings of the study. Therefore, parents and students in Ilorin metropolis need to adopt counselling to improve and sustain the academic performance of students. The appropriate authorities in education at the state level are also to look inward to furnish the counselling units in schools with a support structure to effectively deliver their obligation. To address socio-economic factors influencing the student's academic performance negatively, the study, therefore, recommends that, professional counselling services within the school should be made functional and monitored for efficiency; students whose parents have low educational background should be identified and given additional attention in the school and consistent support by the government; School located within high-density area be properly fenced and equipped by security agents; Market scenes located within the premises of the schools be relocated to prevent unnecessary distraction.

References

- Abdulaziz, I, Adegboye, S & Rasheed, S (2022) Influence of parental economic status on the educational attainment of some secondary school students in Eti Osa, Lagos State Nigeria online Educational Sciences and Technology
- Adedigba, O. & Imam, H. T. (2017) Correlates of parental involvement and pupils' academic achievement in literacy and numeracy in Ilorin metropolis, Kwara State. *Unilorin Journal of Lifelong Education* 1(1) 24-32
- Adika, B. R. & James O. S. (2019) Determining influence of teachers' workload on academic performance in secondary schools, Suba sub country Kenya. *Advances in Social Sciences Research Journal*. 6(3) 287-295
- Ajila, C. & Otula, A. (2000) Impact of parents' socio-economic status on University students' academic performance. *Ifè Journal of Education Studies*, 7(1) 31-38
- Egunsola, A. O. (2014) Influence of Home environment on academic performance of secondary school students in Agriculture Science in Adamawa State Nigeria. *Journal of Research and Methods in Education*, 4(4) 46-53
- Farooq, M. S., Chaudhry, A. H., & Berhanu, G. (2011). Factors affecting students' quality of academic performance: A case of secondary school level. *Journal of Quality and Technology Management*, vii(ii) 01-14
- Fekadu, A. A.; Negassa G. M. & Tegegne, M. A. (2019) The impact of parents' socio-economic status on academic performance of grade twelve students: In case of Dire Dawa city, Ethiopia. *International Journal of Mathematics and statistics studies* 7(4), 28-39
- Gilbert, M. (2019). Student performance is linked to connecting effectively with teachers. *Journal of Research in Innovative Teaching and Learning*, 12(3) 311-324
- Hajizdeh, N. & Ahmadzadeh, M. (2014) Analysis of factors that affect students' academic performance- Data mining approach. *International Journal of Advanced Studies in Computer Science and Engineering IJASCE* 3(8) 1-4
- Hazrati-Viari, A.; Rad, A. T. & Torabi, S. S. (2012). The effect of personality traits on academic performance: The Mediating role of academic motivation. *Procedia- Social and Behavioral Sciences* 32, 361-371
- Henrietta, M. C. & Odozi, I. C. (2014) Influence of parental socio-economic status on academic achievement of students in selected schools in Nigeria: A case study of Enugu State. *Journal of Education and Practice*, 5(2), 105-110
- Harinarayanan, S & Pazanivelu, G. (2018) Impact of school environment on academic achievement of secondary school students at Vellore education district. *International Journal of Education* (7) 1 13-19

- Kwegyiriba, A.; Agyemang, E.; Mensah, R. O. & Awudja, J. C. (2021). Analysis of school environmental factors affecting college student's academic achievement: The case of Holy Training College in the western region of Ghana. *International Journal of Humanities and Social Science* (11)7 105-111
- Lone, R. A. (2021). Influence of school environment on academic performance of students: A systematic review. *International Journal of Multi-Disciplinary Education Research* (10)1 71-74
- Michael, I (2016). Causes and remedies to low academic performance of students in public secondary schools: A case study of Ijero Local Government Area of Ekiti State. *Research on Humanities and Social Sciences Vol 5* (15) www.iiste.org
- Modibbo B.M., & Nwabufor, B.N (2020) Influence of parental levels of education on students' academic achievement in business studies in public Junior Secondary Schools in Adamawa state, Nigeria *Journal of Business Education; A publication of Department of Business Education, Kwara State University, Malete* . <https://www.kwasujtbe.com.ng/index.php/JTBKwasu/article/view/42>
- Mohd-Ali, M. A.; Khamar-Tazilah, M. D. & Ahmad, M. F. (2016). The relationship between environmental factors, learning style and self-management towards academic performance of accounting students: A case of UNITEN. *South-East Asia Journal of Contemporary Business, Economics and Law*. (10)44-52
- Muhammad, A. Y. & Akanle, O. B (2008) Socio-economic factors influencing academic performance in Nigeria: Some explanation from a local survey Pakistan. *Journal of Social Sciences*, 5(4), 319-323
- Mushtag, I. & Khan, S. N. (2012). Factors affecting students' academic performance. *Global Journal of Management and Business Research*. 12(10) 16-25
- Odia, L. O. & Omofonmwan, S. I. (2007) Educational system in Nigeria: Problems and Prospects. *Journal of Social Sciences*, 14(1), 86-95 DOI: [10.1080/09718923.2007.11978347](https://doi.org/10.1080/09718923.2007.11978347)
- Olufemi, O. T., Adediran, A. A. & Oyediran, W. O. (2018). Factors affecting students' academic performance in colleges of education in South-West, Nigeria. *British Journal of Education*. 6(10) 43-56
- Omeje, A. N. ; Anyawu, O.; Mba, A. J. & Okike M. (2021). Socio-economic status and tertiary academic performance in Enugu State Nigeria. *Nigeria International Journal of Education on Economics and Development*, 12 (1): [10.1504/IJEED.2021.10033132](https://doi.org/10.1504/IJEED.2021.10033132)

- Ovansa, J.U (2017) Effect of Socio-economic status on the academic performance of Senior secondary school students (A case study of senior Secondary school students in Adavi, L.G. A of Kogi State. www.iardpub.org
- Patrick K, Frank A, Anderson O, Jacob O, Jacob I.& Simon K (2022) Parental Involvement in the Academic Performance of Students in Ghana: Socio-Economic Status
- Rose, A. (2019) Community Socio-economic factors that affect students' academic performance in public secondary schools. <http://saudijournals.com/jaep/>
- Sylvester, N. O.; Patrick, I. N.; Paul, I. I.; & Dajan, H. J. (2021) The effect of socio-economic status of parents on the academic achievement of secondary school economics students in Abakaliki Local Government Area, Ebonyi State. *International Journal of Social Sciences of Humanities Reviews* 11(2) 145-154
- Usaini, M. I., Abubakar, N. B. & Bichi, A. A. (2015) Influence of school environment on academic performance of secondary school students in Kuala Terengganu Malaysia. *The American Journal of Innovative Research and Applied Sciences* 1(6) 203-208 www.american-jiras.com