

The Influence of Parental Background on the Academic Performance of Junior Secondary School Students in Ankpa LGA of Kogi State

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ABSTRACT

This study examined the influence of parental background on students' academic performance in some public secondary schools in Ankpa Local Government Area (LGA) of Kogi state. The purpose of the study was to find out the parental variables that influence students' academic performance and the extent of their influence on students in schools specifically junior secondary schools. Two research questions guided the study. An ex-post research design was adopted for the study. The Population consisted of 720 respondents. A sample size of 180 staff was randomly selected from 24 public secondary schools. Parental Background and Academic Performance Questionnaire (PBAPQ) was used as an instrument for data collection. The reliability of the instrument was estimated to be 0.82. Mean and standard deviation was used to analyze the data collected for the study. The results revealed that parental socioeconomic level, marital class, income status of parents, size of the family and parental level of education significantly influenced students' academic performance in schools. Based on the findings, it was recommended that government should introduce programmes that will boost the socio-economic status of the citizenry, re-enact the policy of one wife with few children amongst the citizens of Nigeria, plan remuneration programmes for the family of one wife and four children and expose both parents and students to guidance and counselling unit of the school for proper orientation about the importance of education.

Keywords: Academic performance, Parental background, Secondary school, Socio-economic status, Students.

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Highlights of this paper

- This study explored the influence of parental background on the academic performance of students in junior public secondary schools in Ankpa LGA of Kogi state.
- It dwells essentially on the variables from the parental background that affects students' academic performance in schools specifically, junior secondary level in an underdeveloped country like Nigeria.

1. INTRODUCTION

The impact of parental background on the scholastic execution of secondary school children filled in as a venturing stone or foundation for each person in accomplishing instructive objectives. All the fundamental instructive progression of children lies in the possession of their folks. The parent's financial condition, which incorporates the parent's scholar and expert alliance, is likewise connected with the scholastic addition of students. The after-effects of many investigations like [Onyancha, Njoroge, and Newton \(2015\)](#) and [Usman, Mukhtar, and Auwal \(2016\)](#) affirmed the scholastic accomplishment of students is dependent upon parents' financial condition. The social and monetary status of the understudy is not entirely settled by joining guardians' capability, occupation and pay standard ([Usman et al., 2016](#)). Among many examinations that concentrate on directed on scholarly accomplishment, it is not extremely to be expected to see that financial status is one of the primary components contemplated as a variable anticipating the scholastic execution of students.

The review on the friendly and instructive foundations by [Onyancha et al. \(2015\)](#) brought up that those students who generally come from denied financial and instructive foundations performed somewhat better compared to others coming from the higher financial and instructive foundations ([Alemneh, Gezahegn, & Mengistu, 2019](#)). These researchers named these peculiarities instructive versatility. It is undeniably true that the models for ordering Socio-monetary norms in various nations are different relying upon the standards and values. The standards for low financial status for the created nations are not quite the same as the measures of non-industrial countries. "The absolute pay of families, month to month or every year and their uses additionally put an incredible impact on the learning and scholarly open doors available to youths and their possibilities of instructive achievement. Besides, they additionally directed that due to private separation and isolation, the students having a place with low pay foundations ordinarily go to schools with lower financing levels, and the present circumstance decrease accomplishment inspiration of the students and high endanger of an instructive glitch in future life attempts ([Alemneh et al., 2019](#)). These researchers endorsed that exhibition of students is likewise impacted by the school wherein they concentrated yet, in addition, added that the number of offices a school offers normally decides the nature of the school, which thus influences the presentation and achievement of its students and contradicted the perspective on congestion as an expected component of average homes; and kids with stuffed foundations frequently need quietness, individual solace and sound wellbeing conveniences which contributes most times to unfortunate way of life. They further state that the above conditions make average children defenceless against different sorts of illnesses and contaminations, which adds to poor and conflicting school participation, loss of concentration, fatigue and another type of weaknesses. Scholars in the areas of brain research and human science have laid out the way that the financial class that one's parent had, impacts the kid by and large execution. [Usman et al. \(2016\)](#) have focused on the effects of parental foundation on potential outcomes for their kids as mental abilities, instruction, well-being and forward returns.

A couple of vulnerability exists that monetary status across ages is straightforwardly coordinated. Guardians and the family foundation in its entirety, have high possibilities affecting both the considerations and conduct of teenagers. A solid affirmation likewise exists of a continuous connection between parents' societal position and the academic accomplishment of their children. The idea of occupation wherein one connects with which could, by and

large, decide one's compensation and capacity to meet monetary commitments and discretionary requests of a developing school youngster prerequisites for optimum academic performance is followed to be logical liable for the distinctions. As per [Machebe and Ifelunni \(2014\)](#) the decision of family fixed impacts, for example, parental training status which incorporates consistent pay, and significantly more certain jobs characterize a youngster's instructive decision, not the current salaries of guardians. A sound way of behaving to scholastics by children is frequently hypothesized to be an encapsulation of moms' liability to stirring their advantage towards academic performance in schools. This is on the grounds that, fathers are generally away and closeness between mothers and their children is supposed to reinforce their scholastic hunger. [Li and Qiu \(2018\)](#) expressed that a learned mother, with full information on the worth of instruction, ought to at all costs prod and teach at a youthful age the energy and interest for training in her children. This is in a state of harmony with [Adembimpe \(2020\)](#) view that offspring of high scholarly profile guardians have higher scholarly interests that directly impact grades and execution than children from unfortunate instruction foundations.

It has been uncovered by [Adembimpe \(2020\)](#) that kids from low-pay homes come to school with two crease handicaps. Their natural insight is immature in specific angles that are significant for progress in present-day schooling systems and their character is organized that they are probably going to do well in school. Children from low-friendly class homes perceive these scientists don't continuously make time for scholarly exercises. To them, karma, instead of vivaciously arranged work gives off an impression of being just behind progress.

As per [Ahmad and Naeema \(2013\)](#) the social class of guardians is a major condition of the person's instructive and professional choices. These specialists further make sense of that social participation impact and which applies the extensive effect on the individual incorporating sex, family, age, race, culture, school and economy. [Farooq, Chaudhry, Shafiq, and Berhanu \(2011\)](#) underscored the social class of parents to be a prevailing variable in academic performance. The scholastic capacities and financial foundation of youth force significant imperatives on the execution of students and on the sort of job they can make. The young working-class family has a more extensive scope of conceivable outcomes open to that person than a kid from a poor financial class. Be that as it may, the current review will uncover the impact of parental foundation on the academic performance of junior auxiliary school students in Ankpa LGA of Kogi state.

Control of guardians which includes the sort of work or task finished by the guardians of these students is an additional factor credited to a variety of scholastic execution of students in schools. There are guardians whose work does not give time for their kids as such the students are impacted contrarily ([Ahmad & Naeema, 2013](#)). Most time you find that most students or kids are affected by the control of their folks. Family standards may extraordinarily influence the execution of children either decidedly or contrarily even in the word-related decision of their kids further down the road. In certain families, in light of the fact that the family head is an attorney the children will need to be legal advisors or even specialists, medical attendants or educators or bookkeepers as well as the other way around. Studies have shown that a kid-specific financial legacy might significantly affect the vocation open or appealing to him than does his actual legacy.

The financial and word-related degree of home influence the professional objectives of the young by affecting their yearnings to be like those assisted by their folks and by putting goals to levels much down above or beneath the parental word-related ([Femi & Adewale, 2014](#)). These researchers continue that kid's organic blessings regarding character characteristics are sent to him in a type of hereditary legacy. Assuming the two guardians have highly savvy abilities and communicate the attributes to their kid, that kid will probably be profoundly smart and advantageous from training, which will probably improve his chance for occupations. Then again, an offspring of extremely low scholarly guardians who acquired these qualities might end up being a blockhead who may later

observe it challenging to be appropriately taught and profitably utilized. Thus, guardians' occupation assumes a critical part in the existence of kids. ARaceli (2015) showed that school climate and instructors' assumptions of their students additionally have a solid effect on understudy execution. A large portion of the instructors working in unfortunate schools or schools with a deficiency of virtual offices frequently has low execution assumptions from their students. When students realize that their educators have low execution assumptions about them, this prompts horrible showing by the students. Usman et al. (2016) contended that schools impact the instructive cycle in satisfied association, instructor and showing learning and in the end assessment of all. This multitude of educationalists and specialists concurred with this rule that school put a solid impact on the scholastic execution and instructive achievement of students. A portion of the parental factors theorized to impact students' academic presentation in schools incorporate parental financial status, pay and children instruction, under-advantaged and over favoured kids, conjugal status, family size, parental yearning and association in the kid's schooling and parental degree of training. The reason for the concern in this examination is the impact of parents' societal position on the school execution of junior students among auxiliary schools in Ankpa LGA of Kogi state that is yet to be known. Some of the parental background variables speculated to influence children's performances in schools are arguably examined below:

1.1. Parental Socio Economic Status

The financial status in the conventional conceptualization comprises parental pay, the father's occupation, the father's training and infrequently, the mother's schooling (Onyanha et al., 2015). They additionally incorporate different factors like family assets and room in the family. Considering this, the kid from a high financial foundation enjoys the upper hand over the youngster that is from a lower class. The researchers upheld this statement by contending that students from well-off homes have the most infrastructural offices, for example, TV, radio set, pictures, perusing and composing materials at home. According to these materials he will generally propel them to learn at their speed (Usman et al., 2016). In any case, the circumstance is entirely unexpected for kids from unfortunate homes who because of the monetary circumstance in the homes are frequently denied great food, and discuss significant informative materials. Understanding this equivalent logic, the lower the social class (resistance) of one's folks, the more outlandish that can make the most of instructive open doors.

The review because of social and financial weakness in the academic performance of school students by Alemneh et al. (2019) saw where the guardians or watchmen have social, instructive and monetary benefits certainly reinforce a more elevated level of outcome in future. Yet, it is likewise noticed that these guardians make accessible adequate mental and passionate shore up to their children by giving great instructive and learning climate that produces certainty and the improvement of abilities required for progress.

1.1.1. Parental Level of Income

While remarking further on the financial issues, Ekber and Gokhan (2013) make sense that the pay of parents additionally will in general influence an understudy's instructive execution. She mourned that: "Today is a characteristic peculiarity for students who are from families that can hardly bear the cost of the person in question food, asylum and dress to leave school as drop out' in light of need. The livelihoods of guardians in all actuality do tell fair and square of nourishment given to kids. While making sense of this further, she expressed that on the off chance that a developing kid doesn't get sufficient agreeable eating routine, physical and mental development will be hindered: "There is hence no increase saying that learning and securing of information relies powerfully upon if the singular necessities are met". It is just for broaden that the house can give the necessities of life and

environment helpful for discovering that the youngster is supposed to learn. Instruments have been utilized to find out the result of pay where exploratory verifications were not accessible. Association status (occupation) is frequently utilized by Machebe and Ifelunni (2014) as an instrument for parental pay and subsequently, accepts that worker's organization guardians are not more "capable" fathers and moms than non - association guardians with similar perceptible abilities, while involving contrasts in family earnings achieved by state government assistance regulations, kind of revenue and acquiring when the length of the kid's review, as well as contrasts in an imbalance of the pay. The parental long-run pay in the two investigations showed surprising changes, these regularly work-out humble and unimportant consequences for the human resources of the children. Machebe and Ifelunni (2014) view of applying for association status as too for money was anyway acknowledged.

1.1.2. Conjugal Status of Parents

It is widely known that there are more broken homes today than there were before. This is exceptionally unfortunate for the empowering improvement of the youngster. Notwithstanding, Adembimpe (2020) expressed that "a huge level of maladjusted and delinquent kids come from broken homes. They have no standard to observe and thus fall among the riff-raff. Clearly in such homes, school participation is challenging to accomplish. Plus, the children need essential speed expected for difficult work".

Then again, there is no question that polygamous homes make an environment of uncertainty which might be great for kids' enthusiastic and scholarly turn of events. This arrangement of children is regularly denied affection and inspiration by their folks, as a rule, their dad, since he has an excessive number of kids from various moms which he can advantageously carter for as far as supporting their schooling as well as giving other vital materials expected to their tutoring (Igiri & Effiong, 2015).

Along these lines, he is constrained to pick a number one among the children leaving the "care and upkeep" of different kids to their moms who might be poor and vulnerable with regard to back. Furthermore, due to the family size, coming about because of the sort of marriage size, coming about because of the sort of marriage being rehearsed, he might have the opportunity to actually go through the school work of the kids after school, since they are excesses of going to class simultaneously, however not all might be special to go to class sometimes (Suleiman et al, 2018).

1.1.3. The Size of the Family

All the more along these lines, it has been seen that the family size in all actuality does influence the kids by and large execution of the kid, the more modest the family size, the more probable the youngster will in general profit from the guardians (Ejedegba, 2017). As he would like to think, the cleverest children rise out of more modest families with regard to measuring. In such a family, the youngster will in general be exceptionally near the guardians. Samuel (2015) kept up that this can give the kid chance of being sufficiently provided food by the guardians that are, the capacity to impart really. For different kinds of the family, we are taking a gander at whether the kids or youngster is naturally introduced to a polygamous home or monogamous family, etc. The kind of family to which the students are naturally introduced can influence them either decidedly or adversely (Samuel, 2015). A youngster brought into the world by polygamous guardians will find it undeniably challenging to get together with the monetary requests of his school. Since there are a lot of children and spouses to be careful with and as such the monetary obligation on the family will be exceptionally high such kids will be impacted adversely aside from the family is light (Femi & Adewale, 2014).

Additionally, even in a monogamous home on the off chance that the quantity of kids in the family is huge, there will be an incredible monetary obligation on the guardians. The kid might be impacted adversely however assuming the number of children is decreased the guardians will actually want to address their issues effectively thinking about the family pay, likewise in families where the provider of the house is expired (either the man or woman). There will be a high monetary obligation, particularly on our ladies assuming that it was the one who passed on. Thus, the children will be impacted adversely and it will frustrate their scholastic presentation in school (Adembimpe, 2020).

1.1.4. Parental Involvement in the Child's Education

Parent instructive goals for their children and little girls, and the degree of guardians' interest in their kids' scholastic execution straightforwardly influence the instructive way of behaving and responsibility of the understudy (Adembimpe, 2020). ARaceli (2015) states that observing all the school insight and examinations emphatically affects students' grades and school checking decidedly affects class execution. ARaceli (2015) has shown that kids whose guardians are keen on their instructive government assistance will more often than not pull in front of the rest; regardless of the beginning capacity. The creator added that the children who are supported in their work by their parents are at advantage both in the somewhat high scores they make on tests and in the manner in which they work on their scores somewhere in the range of eight and eleven years old.

It is undeniably true that parents' mentalities additionally help in deciding the way of behaving of kids (Ejedegba, 2017). The researcher added that a dad with no incentive for schooling, openness, a common society or any type of headway in sciences and innovation, will presumably have some unfriendly impact on his children's scholastic triumphs. Nonetheless, parental goals and contributions to the youngster's schooling were tried to discover their degree of impact on kids' academic performance in schools in this review.

1.1.5. Parent Level of Education

It is worthless that "parent" interest in their instructive yearning for their kids can't be isolated from their very own schooling and social level. A knowledgeable parent will hold in high regard the schooling of their children. This will make them put more worth into the schooling of their kids. The more fatalistic guardians are: the more uncertain children are to seek after schooling (Adembimpe, 2020). Little miracle it is said that the youngster advances more from great parental models. Along these lines, the analyst further delineated that there is a quantifiable distinction between students brought into the world by taught guardians and the uninformed. He completed an overview in a few auxiliary schools in Saudi Arabia which uncovered that a lot of school dropouts were essentially from uninformed homes in which possibly one or the two guardians are generally gruff or unskilled.

The instructive capability of guardians is resolved to utilize the three most elevated tutoring levels, finished by the students' mom: essential, auxiliary and tertiary. These tutoring levels are characterized by utilizing the [International Standard Classification of Education \(ISCED\) \(2011\)](#) as a premise. It hypothesizes that regardless of the tremendous monetary inclusion by schools for a broad audit, kids brought up in less good conditions have unfortunate admittance to better training (Norsuhaily, Ibrahim, & Mudassir, 2017). The reiteration of parental foundation affecting scholarly accomplishment of kids has been a troubling bad dream in Nigeria, particularly as being liable for variety in their completion of instructive goals in schools is noticed.

Numerous researchers somewhere else have found a few factors, for example, monetary status, scholastic capability, pay level of guardians, size of the family, parental yearning and conjugal status to impact students'

scholarly accomplishment in schools. Such factors are yet to be discovered as parental background variables that are responsible for variation in students' academic achievement and the extent to which these variables influence students' academic achievement in Ankpa LGA of Kogi state hence, the urgent need to investigate the influence of parental background on the academic performance of junior secondary school students in Ankpa LGA of Kogi state.

1.2. Purpose of Study

The general purpose of the study was to examine the influence of parental background on the academic performance of junior secondary school students in Ankpa LGA of Kogi state. Specifically, the study sought to:

1. Figure out the parental variables that impact students' scholarly performance in junior secondary schools in Ankpa LGA of Kogi State.
2. Ascertain the degree to which parental variables impact students' educational performance in junior secondary schools in Ankpa LGA of Kogi State.

1.3. Research Questions

The following research questions were raised to guide the study.

1. What are the parental factors that influence students' academic performance in junior secondary schools in Ankpa LGA of Kogi State?
2. To what extent are the parental factors influence students' academic performance in junior secondary schools in Ankpa LGA of Kogi State?

2. METHODOLOGY

The review embraced Ex-post facto research design. The Ex-post facto research design was utilized on the grounds that this data was gathered after the occasion has occurred (Omachi, 2021). Furthermore, the factors, for example, monetary status, conjugal class, pay status and level of instruction are contemplated after they meaningfully affect students' scholastic execution in schools.

The review was completed in Ankpa Local Government Area (LGA) of Kogi State. Ankpa LGA has three Districts which involve Ojoku, Ankpa and Enjema. The Local Government is limited by the valley and was made in 1969 with an assessed populace of 138,590. The primary type of revenue in Ankpa Local Government is business undertaking and fractional rural exercises. Dry season-free and satisfactory arable land flourishes. Ankpa LGA of Kogi State is picked for this exploration due to the extraordinary indiscipline propagated by secondary school students nearby.

Ankpa LGA of Kogi State has 24 public secondary schools comprised of 720 staff including 72 directors and 648 staff from the Teaching Service Commission (TSC) and Science Teachers' Education Board (STEB) (State Ministry of Education Office, 2018). The choice of these staff members is based on the fact that the majority of them are parents and also relatives of the students which put them in the best situation to supply the information required for the review. The actualization of educational objectives in schools is in genuine danger especially since the perceived poor performance of students was speculated to parental background factors. Something must be done direly to capture what is going on. There is in this way a felt need to examine the impact of parental background on students' academic performance in the chosen junior public secondary schools in Ankpa LGA of Kogi state.

The example for the review is comprised of 180 staff members addressing 25% of the whole populace of 720 staff. 18 directors of public secondary schools addressing 25% of the 72 and 162 school personnel addressing 25% of the 648 from TSC and STEB in Ankpa LGA of Kogi state were arbitrarily tested. Emaikwu (2013) thought that a

20 to 40 per cent agent test of a populace of under 1,000 is viewed as great. 180 staff members of different public auxiliary schools in Ankpa LGA of Kogi State (addressing 25%) were examined out of the 720 staff members inside the area under review.

The parental Background and Academic Performance Questionnaire (PBAPQ) was used as an instrument for data collection. It was face approved by 3 specialists. Two specialists from Educational Foundations and one expert from the Department of Measurement and Evaluation, Abia State University, Uturu. The instrument had two segments. Segment A, contains demographic characteristics of the respondents while Section B, was grouped into cluster A and cluster B. Bunch A contained items on parental background factors, for example, monetary status, conjugal class, pay endlessly level of instruction on students' academic performance in junior auxiliary schools, Cluster B manages things on the degree to which parental foundation factors, for example, monetary status, conjugal class, pay endlessly level of training on students' scholastic execution in junior secondary schools in Ankpa LGA of Kogi State. The instrument was preliminary and tried utilizing twenty (20) secondary school educators' (10 males and 10 females) in Ankpa LGA which is not a part of the sample but from the number of staff with the same attributes in the same Kogi State and contained 10 items. The respondents were guided by the adjusted four-point rating scale with a response mode of Strongly Agree (SA) and Very High Extent (VHE) = 4, Agree (A) and High Extent (HE) = 3, Disagree (D) and Little Extent (LE) = 2 and Strongly Disagree (SD) and Very Little Extent (VLE) = 1.

To ensure reliability, the PBAPQ was administered to twenty (20) selected staff outside the study area to ensure the internal consistency of the instrument. Their responses were analyzed by Cronbach Alpha Correlation Co-efficient on the SPSS and yielded 0.82 indicating that the instrument is 82% reliable for use.

For the data collection, two research assistants were enlisted and trained on how to administer and retrieve the questionnaire. The researchers visited the various schools with the aid of those assistants and administered the questionnaires which were used to obtain accurate information from respondents.

. In analysing the data collected, the researchers made use of mean and standard deviation to determine the influence of parental background on students' academic performance in junior secondary schools in Ankpa LGA of Kogi state. The cut-off point for determining the acceptance and rejection was put at 2.50. In the analysis of research questions, reactions with a mean of 0.50-1.49 were evaluated as Very Little Extent (VLE) and Strongly Disagree (SD). Reactions with a mean of 1.50 - 2.49 were evaluated as Little Extent (LE) and Disagree (D). Reactions with a mean of 2.50-3.49 were evaluated as High Extent (HE) and Agree (A). Reactions with a mean of 3.50-4.00 were evaluated as Very High Extent (VHE) and Strongly Agree (SA) separately.

3. RESULTS AND DISCUSSION

3.1. Research Question One

What are the parental background variables that influence students' academic performance in junior secondary schools in Ankpa LGA of Kogi State?

Table 1 shows the responses from respondents on the influence of parental background variables on students' academic performance in junior secondary schools in Ankpa LGA of Kogi State. Analysis from the table shows that parental socio-economic status was strongly agreed to affect students' academic performance with a mean score of 3.84. Parental marital status was strongly agreed to affect students' performance in schools with a mean score of 3.73. Family size was agreed was not agreed to be one of the factors affecting students' academic performance in schools with a mean response of 1.99. Parental level of income was strongly agreed to influence students' academic performance with a mean score of 3.55. Parent level of education was also agreed to influence students' academic

performance with mean scores of 2.83. The overall mean of 3.20 reveals that parental background variables such as socio-economic status, marital status, family size, parental level of income and parental level of education significantly influence students' academic performance in schools. This finding is in accordance with Adembimpe (2020) who revealed that the family backgrounds of students are the most factors responsible for variation in academic performance in schools.

Table 1. Mean values of the influence of parental background variables on students' academic performance in junior secondary schools in Ankpa LGA of Kogi State N=180

S/N	Items	SA	A	D	SD	Mean (X)	Decision
1	Parental Socio-economic status	102	17	1	0	3.84	Accept
2	Parental marital status.	93	23	3	1	3.73	Accept
3	Family size	15	20	34	51	1.99	Reject
4	Parental income.	82	23	14	1	3.55	Accept
5	Parent level of education	50	30	10	30	2.83	Accept
Overall Mean						3.20	Significant

Note: SA= Strongly Agree, A: Agree, LE: Little Extent, VLE: Very Little Extent.
 N_i=180 Respondents.
 Source: Field Survey, 2020.

3.2. Research Question Two

To what extent are the parental background variables influence students' academic performance in junior secondary schools in Ankpa LGA of Kogi State?

Table 2. Mean values of the influence of parental background variables on students' academic performance.

N=180							
S/N	Items	VHE	HE	LE	VLE	MEAN (X)	Decision
1	Parental Socio-economic status	89	29	0	2	3.71	Accept
2	Parental marital status	67	34	15	4	3.37	Accept
3	Family size	54	33	23	10	3.09	Accept
4	Parental income	62	14	20	24	2.95	Accept
5	Parent level of education	40	31	24	25	2.72	Accept
Overall Mean						2.2.96	Significant

Note: VGE= Very Great Extent, GE: Great Extent, ME: Moderate Extent, LE: Little Extent.
 N_s=180 Respondents
 Source: Field Survey, 2020

Table 2 shows the responses from respondents on the degree to which parental inclined variables affect the academic performance of students in selected junior secondary schools in Ankpa LGA of Kogi state. Analysis from the table shows that parental socio-economic status was agreed to affect students' academic performance to a very great extent with a mean score of 3.71. Parental marital status was agreed to affect students' performance in schools to a great extent with a mean score of 3.37. Family size was agreed to be one of the factors affecting students' academic performance in schools to a great extent with a mean response of 3.09. Parental level of income was agreed to influence students' academic performance to a great extent with a mean score of 2.95. Parent level of education was also agreed to influence students' academic performance to a great extent with mean scores of 2.72. The overall mean of 2.96 reveals that parental background variables such as socio-economic status, marital status, family size, parental level of income and parental level of education significantly influence students' academic performance in schools. This finding is consistent with Suleiman et al (2018) who discovered that socio-economic status, parental involvement in education and marital status greatly influenced the academic performance of students in schools.

4. CONCLUSION

Based on the above, the researchers conclude that the parental background variables such as parental socio-economic status, marital status, family size, parental level of income and parental income influence students' academic performance in schools.

5. RECOMMENDATIONS

Based on the conclusion, the following recommendations are therefore suggested:

1. Government should introduce programmes that will boost the socio-economic status of the citizenry. This will enable them to meet up the academic demands of their children in school.
2. Government should re-enact the policy of one wife with few children amongst the citizens of Nigeria. This will reduce the burden of sponsorship on parents and increase the level of their support for the education of their children in schools.
3. Government should plan remuneration programmes for the family of one wife and four children. This will make it convenient for parents to sponsor their children and boost their academic performance in school.
4. Both parents and students should be exposed to the Guidance and Counselling unit of the school for proper orientation about the importance of education. This will strengthen their patronage of education as well as boost students' academic performance in schools.

6. EDUCATIONAL IMPLICATIONS OF THE STUDY

The following are the implications of the study for both education and society at large:

The first finding revealed that parental factors such as parental socioeconomic, marital status, family size, and parents' level of income influence students' academic achievements in schools. This finding implies that privileged children whose family size is small, have stable economic status, and have consistent income with the educational qualification will continue to do well in school as they have all it takes to encourage their wards. The far-reaching implication of this is that their counterparts in underserved areas tend to do poorly due to a lack of motivation. Another implication is the wrong assumption by the fewer privileged children to see academic success as more of luck than the outcome of adequate planning thereby being discouraged from learning.

The second finding revealed that parental factors greatly influenced their children's education in school. This implies that parents with a speck for education will stop at nothing to give their children the best education they can afford. The implications of this to education is that such privileged children tend to excel glowingly while those whose parents are not academically inclined will be left stranded.

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