

**PERCEPTION OF THE INFLUENCE OF SOCIO-ECONOMIC FACTORS AND  
ACADEMIC PERFORMANCE OF STUDENTS IN COLLEGE OF HEALTH  
TECHNOLOGY, CALABAR, CROSS RIVER STATE, NIGERIA**

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**Abstract**

This study examined perception of the influence of socio-economic factors and academic performance of students in College of Health Technology, Calabar, Cross River State, Nigeria. The study accessed financial status and study environment. To achieve the purpose of the study, two research objectives were raised to guide the study, which was translated to two research questions. Literature relating to the identified sub-variables of the study was reviewed. The research design adopted for the study was survey design. The population of students in College of Health Technology, Calabar, Cross River State, stood at 1,290. The sampling technique adopted for the study was stratified and simple random sampling techniques. This was used in selecting both the various Departments and 129 students. The instrument used for data collection was the questionnaire titled “perception of the influence of socio-economic factors on academic performance of students in College of Health Technology, Calabar, Cross River State”. Face and content validity were ascertained for the instrument while test-retest reliability method was used in determining the reliability of the instrument. Data obtained from copies of the questionnaire administered to the respondents was analyzed using simple percentages. Findings arrived at indicated that financial status and study environment affect academic performance of students by their gender and ages but not by their Departments. It was recommended among others that students should be provided with adequate learning facilities and conducive environment to enable them improve in their academic performance and have better grades while in school.

**Keywords:** Socio-economic factors, academic performance, students, school, environment.

## **Introduction**

Socio-economic factors may be seen as the study of how economic activities affect and shape social processes in the environment (Hampshire, 2009). Socio-economic factors may also be regarded as those factors such as going to clubs, cultism, drug abuse and poor financial status of students that may have significant influence on academic performance of students in schools. Education plays a vital role in the development of human capital and is linked with an individual's wellbeing and opportunities for better living (Ishitani & Desjardins, 2003). Education is the best legacy a nation can give to her citizens especially the youth. This is so because the development of any community, society or nation depends largely on the quality of education of such a community, society or nation. Education is so valued in Nigeria that its importance cannot be over emphasized. Every country has its own socio-economic factors that affect or influence academic performance. Nigeria as a developing country has witnessed series of socio-economic instabilities which has obvious effect on educational policies at the Federal, State and Local Government levels.

The poor educational performance of students in College of Health Technology, Calabar, has been issue of continuous concern to parents, school management, government and the society at large. According to Adepoju (2011), the nature of financial status and study environment in which the students pass through, would not only influence them but also have a significant impact on the world around them. This means that students from poor socio-economic status tend to portray different behaviours and performance based on the financial background they found themselves in such environment. Financial status of parents is a major impediment to academic success and development on the part of students. Bratt (2002) states that students' academic performance can be predicted by a chain of socio-economic factors. Students who have parents that are well to do (high socio-economic status) perform better in school than those from the middle and low socio-economic status.

School composition, climate and the environment also influence performance of students either positively or negatively. Students can focus more clearly in their academics when the College is able to create a conducive environment where students can cook in the hostel instead of buying food daily from the food vendors. It has also been observed that co-curricular activities led students to unionism, parties, religious organizations, sports and watching of televisions which generally affect academic performance of students (Adeyemo, 2012). Students from low socio-economic status found it too difficult to succeed in their academics. Adesehinwa (2013) opined that socio-economic factors have strong relationship with average performance of students in higher institutions. It was on this premise that the researcher deemed it necessary to examine socio-economic factors and academic performance of students in College of Health Technology, Calabar, Cross River State, Nigeria.

## **Objective of the Study**

The major objective of this study was to examine socio-economic factors and academic performance of students in College of Health Technology, Calabar, Cross River State, Nigeria. Specifically, the study seeks to:

1. examine financial status and academic performance of students in College of Health Technology, Calabar.
2. access study environment and academic performance of students in College of Health Technology, Calabar.

### Research Questions

The following research questions were raised to guide the study:

1. To what extent does financial status influence the academic performance of students in College of Health Technology, Calabar.
2. To what extent does study environment influence the academic performance of students in College of Health Technology, Calabar.

### Methodology

The research design adopted for this study was survey design. This design was chosen because, it gives the researcher the opportunity to adequately investigate and describe the present situation as it concern perception of the influence of socio-economic factors and academic performance of students in College of Health Technology, Calabar, Cross River State. The population of the study comprises of male and female students of College of Health Technology, Calabar which was 1,290 students in 2017/2018 academic session. The sampling technique adopted for this study was stratified and simple random sampling techniques. At the time of this study, they were nine (9) Departments (units) in College of Health Technology, Calabar. Five units were selected from the nine units and used for the study. From these five units, the population of the study was selected as shows in table 1.

**Table 1: Shows Population of Selected Units**

Random Number	Names of Units	Population of Unit	Sample
01	Community Health Department	326	33
04	Dispensing Opticianry Department	200	20
05	Medical Laboratory Science Department	280	28
08	Radiography Dark Room Department	304	30
09	Pharmacy Department	180	18
	<b>Total</b>	<b>1,290</b>	<b>129</b>

Data for this study was obtained from respondents using a perception of the influence of socio-economic factors and academic performance of students (PISAPS) questionnaire. The questionnaire was constructed by the researcher and has three major parts. Part one (1) dealt with informed consent. Part two (2) dealt with the background information of respondents while part three (3) featured the questionnaire items. A total of six (6) items were raised in the questionnaire. The first 3 items examined financial status and academic performance of students in the study area while the remaining 3 items addressed study environment and academic performance of students in the study area. To

ensure validity of instrument, the researcher submitted the instrument for thorough assessment by experts in the Department of Measurement and Evaluation. Test-retest reliability method was adopted for this study using Pearson Product Moment Correlation Statistical analysis and the reliability coefficient ranging from 0.66 to 0.76. The researcher obtained permission from the Head of Departments of various selected units in College of Health Technology, Calabar, before administering the instrument at a scheduled class as this was the best time to have the students in their classes. All the copies of the questionnaire administered were retrieved (100%). Data obtained from copies of the instrument were analyzed using simple percentage and with “Yes” and “No” options.

**Results**

Data obtained from 129 copies of the questionnaire administered to the 129 respondents were presented in tables and analyzed using simple percentage.

**Research Question One**

To what extent does financial status affect the academic performance of students in College of Health Technology, Calabar?

**Table 2: Responses on Financial Status and Academic Performance of Students in College of Health Technology, Calabar by Gender**

Questionnaire Items	Yes			No		
	Male	Female	Total	Male	Female	Total
1	33 (30.7%)	60 (55.8%)	93	16 (5.8%)	20 (7.2%)	36
2	28 (22.7%)	53 (42.9%)	81	18 (8.6%)	20(14.4%)	48
3	35(33.9%)	62 (60.1%)	97	10(3.2%)	12 (3.8%)	32
						116

Table 2 above addressed the research question one and responses by the gender of respondents. Research question says to what extent does financial status influence academic performance of students in College of Health Technology, Calabar? Questionnaire unit 1 has a total of three items. For item 1 which says “poor parental financial status influence academic performance of students”, a total of 93 students said Yes while a total of 36 students said No. For item 2 which says “students from poor background lack concentration in school and this affect their academic performance”. A total of 81 students said Yes while 48 students said No. And for item 3 which says “children from well-to-do families perform better in school then others”. A total number of 97 students answered Yes while 32 students answered No. Since the total number of students that said Yes are higher than the total number that said No, it was agreed and concluded that financial status influence academic performance of students in the study area

**Table 3: Responses on Financial Status and Academic Performance of Students by Their Ages**

Questionnaire Items	Yes				No			
	17-20 yrs	21-25 yrs	26 yrs & above	Total	17-20 yrs	21-25 yrs	26 yrs & above	Total
1	34 (33.7%)	40 (39.6%)	25 (24.7%)	99	10	12	8	30
2	40 (40%)	28 (28%)	32 (32%)	100	9	9	11	29
3	53		20	96	18 (6.3%)	10 (3.5%)	7 (2.5%)	35

Table 3 above addressed the research question one (questionnaire unit one) and responses by different age groups of respondents. Research question says “To what extent does financial status influence academic performance of students in College of Health Technology, Calabar”?

A total number of 99 students said Yes to item 1 while 30 students said No to item 1. For item 2, a total number of 100 students said Yes while 29 students said No. And as for item 3, a total number of 96 students said Yes while 33 students said No. Since the total number of students that said Yes are higher than the total number of respondents that said No, it was agreed and concluded that financial status influence academic performance of students in College of Health Technology, Calabar by their ages.

**Table 4: Responses on Financial Status and Academic Performance of Students by Their Departments**

Questionnaire Items	Yes						No					
	Chew	D.Opt	Med. Lab	Radiog	Pharm	Total	Chew	D.Opt	Med. Lab	Radiog	Pharm	Total
1	22(20.9%)	15(14.3%)	20(19%)	20(19%)	18(17.1%)	95	8(2.7%)	6(2.0%)	10(3.4%)	3	7(2.4%)	34
2	24(23.3%)	14(13.6%)	23(22.4%)	20(19.4%)	16(15.5%)	93	4(1.3%)	7(2.2%)	9(2.9%)	3(0.9%)	9(2.9%)	26
3	20(18.6%)	16(14.9%)	20(18.8%)	18(16.7%)	19(17.7%)		10(3.6%)	5(1.8%)	10(3.6%)	5(1.8%)	6(2.2%)	

Table 4 above addressed the research question one (questionnaire unit one) and responses from students by their departments. Research question says “To what extent does financial status influence academic performance of students in College of Health Technology, Calabar?” Questionnaire unit 1 has a total of three items. For item 1 which

said “Poor” parental financial status influence academic performance of students. A total number of 95 respondents answered Yes while 34 students said No. For item 2, a total number of 97 respondents answered Yes while a total of 32 respondents answered No. and for item 3, a total number of 93 students said Yes while a total of 26 respondents answered No. Since the total number of students that said Yes are higher than the total number of respondents that said No, it was agreed and concluded that financial status influence academic performance of students by their departments.

**Research Question Two**

To what extent does study environment affect academic performance of students in College of Health Technology, Calabar?

**Table 5: Responses on Study Environment and Academic Performance of Students by Their Gender**

Questionnaire Items	Yes			No		
	Male	Female	Total	Male	Female	Total
4	30 (27%)	60 (54%)	90	23 (8.97%)	16 (6.2%)	39
5	24 (30.6%)	56 (50.4%)	90	19 (7.4%)	20(7.8%)	39
6	40(42%)	65 (68.3%)	105	13(3.1%)	11 (2.6%)	24

Table 5 above addressed the research question 2 (questionnaire unit 2) and responses by the gender of respondents. Research question says, to what extent does study environment affects academic performance of students in College of Health Technology, Calabar? Questionnaire unit 2 has a total of three items. For item 4 which says “noisy environment influences academic performance of students”, a total of 90 respondents said Yes while a total of 39 students said No. For item 5 which says “students in overcrowded classrooms are fond of playing truancy”, a total of 90 students said Yes while 39 students said No. And for item 6 which says “poor study environment affects concentration of students while in school”, a total number of 105 said Yes while 24 students said No. Since the total number of students that said Yes are higher than the total number that said No, it was agreed and concluded that study environment affects academic performance of students in College of Health Technology, Calabar.

**Table 6: Responses on Study Environment and Academic Performance of Students by Their Ages**

Questionnaire Items	Yes				No			
	17-20yrs	21-25yrs	26yrs & above	Total	17-20yrs	21-25yrs	26yrs & above	Total
4	40(39.6%)	29(28.7%)	30(29.7%)	99	12(3.6%)	10 (3%)	8(2.4%)	30
5	43(41.3%)	28(26.9%)	25(24%)	96	10(3.3%)	13(4.3%)	10(3.3%)	33
6	35(33.3%)	30(28.5%)	30 (28.5)	95	13(4.4%)	10(3.4%)	11(3.7%)	34

Table 6 above addressed the research question 2 (questionnaire unit 2) and responses by the ages of respondents. Research question says “to what extent does study environment influence academic performance of students in College of Health Technology, Calabar”? Questionnaire unit 2 has a total of three items. For item 4 which says “noisy environment influences academic performance of students”, A total of 99 respondents said Yes while a total of 30 students said No. For item 5 which says “students in overcrowded classrooms are fond of playing truancy”, a total of 96 students said Yes while 33 students said No. And for item 6 which says “poor study environment influence concentration of students while in school”, a total number of 95 students said Yes while 34 students said No. Since the total number of students that said Yes are higher than the total number that said No, it was agreed and concluded that study environment influence academic performance of students by their age groups.

**Table 7: Responses on Study Environment and Academic Performance of Students by Their Departments**

Questionnaire Items	Yes						No					
	Chew	D.Opt	Med. Lab	Radiog	Pharm	Total	Chew	D.Opt	Med. Lab	Radiog	Pharm	Total
Item 4	24(23.8%)	15(14.9%)	20(19.6%)	21(20.8%)	19(18.7%)	99	6(1.8%)	6(1.8%)	10(3.0%)	2(0.6%)	6(1.8%)	28
Item 5	22(21.1%)	13(12.4%)	21(20.2%)	19(18.3%)	21(20.2%)	102	8(2.6%)	8(2.6%)	9(2.97%)	4(1.3%)	4(1.3%)	33
Item 6	25(25.5%)	18(18.4%)	22(22.4%)	20(20.4%)	17(17.3%)	99	5(1.4%)	3(0.8%)	8(0.8%)	3(2.0%)	8(2.0%)	27

Table 7 above addressed the research question 2 (questionnaire unit 2) and responses by their departments. Research question says “to what extent does study environment influence academic performance of students in College of Health Technology, Calabar”? Questionnaire unit 2 has a total of three items. For item 4 which says “noisy environment influences academic performance of students”, a total of 99 respondents said Yes while a

total of 28 students said No. For item 5 which says “students in overcrowded classrooms are fond of playing truancy”, a total of 96 students said Yes while 33 students said No. And for the item 6 which says “poor study environment influence concentration of students while in school”, a total number of 102 students said Yes while 27 students said No.

Since the total number of students that said Yes are higher than the total number that said No, it was agreed and concluded that study environment influence academic performance of students by their departments.

## **Discussion of Findings**

### **Research Question One**

To what extent does financial status influence academic performance of students in College of Health Technology, Calabar?

The research question one was analyzed using gender, age and department as demographic information of respondents. For gender, finding revealed that financial status influence academic performance of students. For age, finding revealed that financial status influence academic performance of students by their ages as indicated by the difference in responses among the various age groups. For department, finding revealed that financial status influence academic performance of students by their departments as indicated by their difference in responses among the various departments.

This result is in line with the findings of Akinsolu (2010) who opines that poor parental upbringing and socio-economic status affect health and vitality status of children which have a correlation with academic performance of students in schools. He further affirmed that rural communities where nutritional status are relatively low may experience health problems due to low income of parents, and this may have a resultant effect on the academic performance of their wards. Aiimi & Ehinola (2012) also state that students whose parents are well to do and have adequate learning facilities, equipment, and conducive environment to study perform better than others from poor home backgrounds.

### **Research Question Two**

To what extent does study environment influence academic performance of students in the study area?

Research question two (2) was analyzed using gender, age and departments as demographic information of respondents. For gender, finding revealed that study environment influences academic performance of students by their gender. For age, finding revealed that study environment influences academic performance of students by their ages. For departments, finding revealed that study environment influences academic performance of students by their departments.

This finding agrees with Vermunt (2007) who argues that study environment is the key factor of academic success. Ajayi, Haastrup, and Osalusi, (2010) opine that the availability and quality of educational facilities such as school buildings, classrooms, chairs, tables, and laboratories have positive impact on the academic performance of students. Singell (2004) also notes that poor lighting and inadequate school facilities have negative impact on the academic performance of students.



## Conclusion

This research study examined perception of the influence of socio-economic factors and academic performance of students in College of Health Technology, Calabar, Cross River State, Nigeria. The study accessed financial status and study environment and its influence on academic performance of students in the study area. The problem of the study anchored on the fact that, although different organizations, agencies and teachers have tried to reduce the rate of poor academic performance among students by teaching them and organizing workshops, and seminars, it was observed that some students still performed badly during examination.

## Recommendations

Based on the findings of the study, the following recommendations were made:

1. Government and non-governmental organizations should provide practical-based educational services with appreciable values to students to enable them learn faster in the school environment.
2. School authorities should strengthen their academic counseling units and all students no matter their ages should utilize the service from these units so as to enhance academic performance.
3. Co-curricular activities should be well structured in order not to affect academic studies and performance among students in various departments in the school.
4. Conducive school environment and basic health facilities should be provided to promote learning among students and to further boost their academic performance.
5. Parents should provide money to their wards while in schools to assist them in feeding and to provide school materials like textbooks, equipment etc. so as to enable them concentrate in their studies.

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