

## ***Influence of Parental Education Position on Students' Academic Performance in Public Senior Secondary Schools in Abuja Municipal Area Council, Nigeria***

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### **Abstract**

*This paper examined the influence of parental education position on students' academic performance in public senior secondary schools in Abuja Municipal Area Council (AMAC), Nigeria. Two research questions were raised while one null hypothesis was tested. This study adopted descriptive survey design. The study used a sample of 12 out of 24 public senior secondary schools in AMAC, which was 50% of the population. The data for the study were gathered through questionnaire. Simple random sampling technique was used. The questionnaire tagged "Parental Education Position Questionnaire" (PEPQ) was pilot tested and reliability co-efficient of 0.81 was obtained. Furthermore, mean, frequency, standard deviation and percentage were used to answer the research questions while Pearson's product-moment correlation coefficient was used to test the hypothesis at 0.05 significance level. In the study, there was a significant relationship between parental education position and students' academic performance in public senior secondary schools in AMAC. The findings of this study have led the researcher to conclude that parental education position influenced students' academic performance in public senior secondary schools in AMAC. It was recommended that parents should endeavour to educate or send their children to school on time.*

**Keywords:** parental, education, academic, performance, Abuja

### **Introduction**

Education is one of the basic needs of human life. According to Marbuah (2016), education is expected to provide one with capital such as qualification, knowledge and skill sets relevant to improve health conditions, secure stable employment, increase one's education, allocate resources efficiently to maximize output, contribute in terms of taxes to the nation and improve the quality of life of the individual. Parental education position plays a vital role in the educational development of a child. Studies have proven that parental education position, to a large extent, has a way of influencing students' academic performance. Aikens and Barbarian (2010) asserted that the difference in home environment is based on parental education level which influences children's ways of life. According to Evans (2004), students from educated home have a literacy culture, which is characterized by the frequency with which parents engage in joint book reading with their children, the frequency with which children read books outside the school, and the frequency with which household members visited the library with their children influence students' academic performance positively. Parental education position is among the

several parental factors that have been linked to students' academic performance in public senior secondary schools in Abuja Municipal Area Council (AMAC), Nigeria. According to Mayer (2002), children of educated parents are more likely to succeed in life than the children of non-educated parents probably because the educated parents spend more time to care for their children education than non-educated parents do on their children; and these time investments lead to better outcomes for their children. This implies that parental education position can have a positive or negative influence on the academic performance of students. When parents provide the educational needs for their children, they perform better than their counterpart. Aremu (2010) stressed 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. Secondary education is supposed to be the bedrock and the foundation towards higher knowledge in tertiary institutions. It is an investment as well as an instrument that can be used to achieve more rapid economic, social, political, technological, scientific and cultural development in the country. Thus, this study was set out to examine the influence of parental education position on students' academic performance in public senior secondary schools in AMAC.

The need for parental education position in determining students' academic performance cannot be overemphasized. Lareau (2003) explains that parental education position could be expressed in two terms, which are relative and absolute. According to Lareau, absolute education is a situation whereby as education increases, so is family consumption level while relative education on the other hand reflects a person or family's saving and consumption based on the family's education in relation to others. However, low education families focus on meeting immediate needs and therefore have no interest in accumulating knowledge that could be passed on to future generations. Thomas (2004) notes that family's education position could define such a family's social status in the community, because what creates the marginal difference between social classes has always been education position. Families with low education lack the time and the energy to invest for their children's preparation for school, and sometimes face the limited array of options for high quality child care both before their children start school and during early school years. Parental education position is associated with good parenting in the home, the provision of secure environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values, high aspirations relating to personal fulfillment and good citizenship, contact with schools to share information, participation in school events, monitoring the academic related activities in school and so on.

In educational institution, success is measured by academic performance, or how well a student meets standards set out by government and the institution itself (Bell, 2014). Academic performance generally refers to how well a student is accomplishing his or her tasks and studies. Although, education is not the only yardstick to determine success in the working world, much effort is made to identify, evaluate, track and encourage the progress of students in schools. Olabanji (as cited in Ezeaneche, 2016) described students'

academic performance as the result obtained creditably or otherwise by students at both internal and external examinations. Academic performance is the students' achievement level in schools based on grades attained in schools, and placement in higher institutions.

In this study, students' academic performance is conceived as performance of students in the West African Senior School Certificate Examination (WASSCE) from 2012 to 2017. It is measured based on the performance of students in at least credits in five (5) subjects including English language and Mathematics according to the grades obtained in their results in WASSCE. The grades were structured on a 4 points scale as follows: 4=5 credits including English language and Mathematics, 3= 5 credits with either English language or Mathematics, 2=5 credits with neither English language nor Mathematics, 1= less than 5 credits.

The parental education position is related to students' academic performance. Onabanjo (2002) asserted that an average parent with a minimal education can only take care of a small percentage of a child's education, and such parents may only be able to pay attention to school fees while the child is deprived of basic educational encouragement, motivation and support. Child that is deprived of those needs might end up having a low academic performance in school. According to Douglas (2001), poor educational background, feeding and housing resulting in overcrowding appear to handicap child academic performance. This means that such child cannot perform well academically. However, children from high and middle economic status and educated parents are better exposed to a good learning environment at home because of the provision and availability of extra learning facilities. Mayer (2002) explains that the effect of parental education on children's outcome can be viewed in three ways: the correlation between parental education and children's outcome, the causal effect of parental education on children's outcome and the effect of particular policies implemented to raise the education of poor families. Despite the limitations associated with them, Mayer recommends that they are useful in highlighting changes overtime and across countries in relation to parental education and children's outcome. In her analysis, she concluded that parental education has a positive relationship with children's outcomes.

### **Statement of the problem**

Many factors could contribute to the achievement of good academic performance of students in public senior secondary schools in AMAC. One of these factors is parental education position. Researchers have associated the level of parents' socio-economic status and education to students' academic performance. According to Willingham (2012), the contribution of parents' education to children's educational attainment is not very explicit but influences education in the long-term through the provision of an excellent pre-school which offers the child a stronger foundation to start on, well-resourced school, educational stationery, library, and extra tuition for children. The quality of parental education position goes a long way to predict the quality and regularity of the satisfaction and provision of a child's academic needs. Poor parental education position with gross deprivation of social and economic needs of a child, usually yields

poor academic performance of that child. The poor academic performance of students in public senior secondary schools in AMAC is a serious concern to educational managers and parents. This study therefore, examined the influence of parental education position on students' academic performance in public senior secondary schools in AMAC.

### **Purpose of the study**

Specifically, the study sought to achieve the following objectives:

1. Determine the level of parental education position in relation to students' academic performance in public senior secondary schools in AMAC.
2. Examine the trend in students' academic performance in public senior secondary schools in AMAC from 2012 to 2017.
3. Ascertain if there is any significant relationship between parental education position and students' academic performance in public senior secondary schools in AMAC.

### **Research questions**

The following research questions were formulated to guide this study:

- i. What is the level of parental education position in relation to students' academic performance in public senior secondary schools in AMAC?
- ii. What is the trend in students' academic performance in public senior secondary schools in AMAC from 2012 to 2017?

### **Hypothesis**

One null hypothesis was formulated and tested at 0.05 level of significance.

**Ho1:** There is no significant relationship between parental education position and students' academic performance in AMAC.

### **Methodology**

In this study, two research questions were raised while one null hypothesis was formulated to guide the study. Descriptive survey research design was adopted. The study used a sample of 12 out of 24 public senior secondary schools in AMAC, which was 50% of the population. A total of 367 out of 8,103 students were used as the sample for the study using Krejcie and Morgan (1970) sample size table. The method of selection was through simple random sampling technique. Also, the study used 17,602 out of 54,608 record of students who sat for West African Senior School Certificate Examination (WASSCE) in five subjects including English Language and Mathematics from 2012-2017.

The data for the study were gathered through copies of the questionnaire and the result of students in West African Senior School Certificate Examination (WASSCE) in five subjects including English language and Mathematics from 2012 to 2017 in an ordinary level. A questionnaire tagged "Parental Education Positions Questionnaire" (PEPQ) was used in the study. The PEPQ contained 10 items and it was administered to the students. The respondents were required to answer the items on a 4 point Likert rating scale, ranging

from 4 to 1 as follows: To very large extent is 4 points, Moderately is 3 points, Rarely is 2 points and Never is 1 point. The respondents were required to tick against the rating that reflects their opinion about parental education position in public senior secondary schools. The questionnaire was pilot-tested by giving it to respondents that were not part of the sample and reliability coefficient of 0.8 was obtained by using test-retest method.

Furthermore, mean and standard deviation were used to answer the research questions while Pearson’s product-moment correlation coefficient was used to test the hypothesis at 0.05 significance level. The decision rule for the results of data analysis was that a mean score of 2.50 and above was considered as positive response (moderately) and less than 2.50 was considered as negative response (rarely). In addition, the calculated probability (p-value) that was greater than the significant level of 0.05 meant accepting the null hypothesis while the p-value that was less than the significant level of 0.05 led to rejecting the null hypothesis. The above methods enabled the researcher to evaluate the relationship between parental education position and students’ academic performance in public senior secondary schools in AMAC.

### **Presentation of results**

**Research question 1:** What is the level of parental education position in relation to students’ academic performance in public senior secondary schools?

**Table 1:** Analysis of level of parental education position in relation to students’ academic performance in public senior secondary schools in AMAC

<b>S/No</b>	<b>Parents education positions Items</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Decision</b>
1	My parents education is university degree	2.77	1.01	Moderately
2	My parents check my text books regularly	2.93	1.02	Moderately
3	My parents visit me in school regularly	2.90	1.00	Moderately
4	My parents provide me with educative materials at home.	2.97	1.00	Moderately
5	My parents advice and motivation enhance my study	2.81	1.02	Moderately
6	My parents provide me with extra lesson teacher at home.	3.08	1.02	Moderately
7	My parents monitor my homework from time to time	2.78	1.02	Moderately
8	My parents give me enough time and space to study at home.	2.80	1.01	Moderately

9	My parents monitor my academic performance closely.	2.83	1.01	Moderately
10	My parents provide personal table and chair for my study.	2.94	1.00	Moderately
<b>Overall Assessment</b>		<b>2.88</b>	<b>1.01</b>	<b>Moderately</b>

Table 1 presents the analysis of the level of parental education position in relation to students' academic performance in public senior secondary schools in AMAC, which had the overall assessment mean score of 2.88 that is higher than the 2.50 cut-off point. The study revealed that the level of parental education position in relation to students' academic performance in public senior secondary schools in AMAC was moderate. This means that the parents could provide some education needs of their children in public senior secondary schools in AMAC.

**Research question 2:** What is the trend in students' academic performance in public senior secondary schools in AMAC from 2012-2017?

**Table 2:** Analysis of the trend in students' academic performance in public senior secondary schools in AMAC from 2012-2017

Year	No. of Candidates	4	3	2	1	Mean	Standard Deviation
		1261	1307				
2011/2012	3176			359	249	3.13	1.00
2012/2013	3459	1524	1232	422	281	3.13	1.01
2014/2015	3584	1604	1311	414	255	3.19	1.00
2015/2016	3637	1732	1242	535	128	3.26	1.01
2016/2017	3746	1639	1413	425	269	3.18	1.01
<b>Total</b>	17602	7766	6495	2159	1182	3.18	1.01
<b>Trend (%)</b>		44%	37%	12%	7%		

Source: FCT Education Resource Centre: SSCE Result from selected schools (2012-2017)

**Key:** 4 = 5 credits including English Language and Mathematics  
 3 = 5 credits with either English Language or Mathematics  
 2 = 5 credits with neither Mathematics nor English Language.  
 1 = Less than 5 credits.

Table 2 shows the academic performance of students in SSCE between 2012 and 2017 in 12 selected public senior secondary schools in FCT. From the table, the overall

performance levels show that 44% of students had five credits and above including English Language and Mathematics, 37% had five credits and above with either English or Mathematics. Also, 12% had five credits with no English and Mathematics, while 7% had less than five credits. Also, details of the data analysis indicated that the students had highest performance in 2015/2016 academic sessions with mean score of 3.26 and least performance in 2011/2012 with mean score of 3.13.

**Ho1:** There is no significant relationship between parental education position and students’ academic performance in public senior secondary schools in AMAC.

**Table 3:** Analysis of relationship between parental education position and students’ academic performance in public senior secondary schools in AMAC

<b>Variables</b>	<b>N</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>R</b>	<b>p-value</b>	<b>Decision</b>
Parental Education Position	367	2.88	1.01			
Students’ Academic Performance	17602	3.18	3.18	0.40	0.00	Ho Rejected

Table 3 shows the relationship between parental education position and students’ academic performance in public senior secondary schools in AMAC. The calculated value of Pearson’s product-moment correlation ( $r$ ) was 0.40, which indicated that there is a positive relationship between parental education position and students’ academic performance in public senior secondary schools in AMAC. Also, the p-value 0.00 is less than 0.05 significance level, which means that there was significant relationship between parental education position and students’ academic performance in public senior secondary schools in AMAC. The null hypothesis was not accepted. This implied that parental education position relates with students’ academic performance in public senior secondary schools in AMAC.

**Discussion of the findings**

From the analysis of data, the study revealed that the level of parental education position in relation to students’ academic performance in public senior secondary schools in AMAC was moderate. This means that educated parents could provide some education needs of their children in public senior secondary schools in AMAC. This is in line with the discovery of Onabanjo (2002) who asserted that an average parents with minimal education can only take care of a small percentage of a child’s education; such parents may only be able to pay school fees while the child is deprived of basic needs such as encouragement, motivation, monitoring and so on, which in turn make his performance in school very low.

Furthermore, the study revealed that the trend in students’ academic performance showed that the least performance recorded was in 2011/2012 academic session while the highest

performance recorded was in 2015/2016 academic session. This implied that the students in 2015/2016 academic session had better chance to gain admission into the tertiary institution such as University, Polytechnic as well as Colleges of Education.

Lastly, the finding of the study ascertained that there was significant relationship between parental education position and students' academic performance in public senior secondary schools in AMAC. This means that parental education position influenced students' academic performance in public senior secondary schools in AMAC. This study is in agreement with the study of Evans (2004) who established the relationship between parental education position and students' academic performance in schools.

### **Conclusion**

Parental education position is associated with good parenting in the home, the provision of secure environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values, high aspirations relating to personal fulfillment and good citizenship, contact with schools to share information, participation in school events, monitoring the academic related activities in school and so on. The findings of this study have led the researcher to conclude that there was a significant relationship between parental education position and students' academic performance in public senior secondary schools in AMAC. This implied that parental education position influenced students' academic performance in public senior secondary schools in AMAC.

### **Recommendations**

Based on the findings of this study, the following recommendations are made:

- i. Parents should endeavour to monitor the activities of their children from time to time.
- ii. Parent should create enough time to motivate the academic related activities of their children closely.
- iii. The school administrators should use Parents Teachers Association (PTA) meetings as a medium to always remind the parents the need to provide educational materials for their children for better academic performance.

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