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EFFECTS OF SOCIO ECONOMIC BACKGROUND ON THE ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN AWKA NORTH LOCAL GOVERNMENT AREA ANAMBRA STATE

Ogbuagu Maryrose Ngozi (PhD)

08039653149. Email- ngoziogbuagu@gmail.com
Department Of Accounting Education; School of Business Education
Federal College of Education (Technical) Umunze – Anambra State

ABSTRACT

This study assessed effects of socio-economic background onthe academic performance of secondary schools in Awka north LGA, Anambra state. Four research questions were raised to guide the study. Four null hypotheses were tested in the study. The study adopted a descriptive survey research design in order to conduct the study. Population for the study Population for the study was 1,711 consisting of all the 1,533 SSCE 2 students and all the 178 teachers in all the 10 public secondary schools in the local government gotten from the Planning, Research and Statistics department, Anambra State Post Primary School Service Commission, Awka. The whole population were used. They were not sample as the size was manageable, hence, no sample and sampling technique.A researchers' self-developed questionnaire titled: Effects of Socio-economic Background on Students' Academic Performance Questionnaire (ESBSAPQ) containing 52 items and designed on a 4-point rating scale was used for data collection in the study. The research instrument was validated by three experts from Nnamdi Azikiwe University, Awka, Anambra State. Reliability of the questionnaire was established through a pilot-test. Thereafter, the coefficient value was measured using the Cronbach Alpha formula to appraise the reliability of the research instrument. The scores gave coefficient reliability of 0.70, 0.76, 0.85 and 0.76, for the four clusters respectively; which were added up to give an overall internal consistency reliability 'r' value of 0.77, showing that the questionnaire was reliable. Data collated were analyzed using mean and standard deviation to answer the research questions. The hypotheses were tested using t-test statistics at an alpha level of 0.05 significance. Findings of the study indicated among others that there parental involvement and access to technology among others influenced academic performance of secondary school students in Awka north LGA, Anambra state.The study therefore concluded that socio-economic backgrounds have influence on the academic performance of students. From the findings of the study, recommendations were made and among them included that philanthropic individuals should provide financial assistance to students from low socio-economic backgrounds to cover educational expenses, such as tuition fees, textbooks, and online resources given the fact that socio-economic factors influence academic performance.

Keywords: Socio-economic, academic performance, secondary school, students, Anambra State.

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Introduction

Education is globally recognized as an instrument for social, political, scientific and technological development. It is very crucial for developing a sound and an intelligent learning society as well as individuals who understand and appreciate their environment and possess both physical and intellectual skills which will enable individuals to develop into useful members of the community. The education system in Nigeria makes secondary education a link between the primary and higher education.It is intended for persons between the ages of 11-17. According to FRN (2014), the aim of secondary education within the overall Nigerian educational policy is to prepare students for useful living within the society and for higher education. Also, it is aimed at developing a child better than the primary level, because it is obvious that primary education is insufficient for children to acquire literacy, numeracy, and communication skills. The secondary education is meant to prepare the beneficiaries towards useful living within the society and higher education for those willing and able to withstand it. Consequently, the secondary level of education is not only a bridge between the primary and the tertiary level of education; it is also a means of living and fitting well into society for those who may not aspire further (Unachukwu, Obumse & Okafor, 2023). To ensure that objectives of education in schools are met, students' performance are been measured using evaluation techniques like tests, quizzes, examinations, among others. These techniques shows their academic performance. The academic performance of students in WASSCE and NECO SSCE represent the outcome of teaching and learning process of secondary education level.

Academic performance is something a learner do or achieve at school, college or university, in class, in a laboratory or field work (Stiggings, 2021). It also refers to achievement of individuals' objective to various types of knowledge and skills. Sorenson (2021) defines academic performance as a change in behaviour exhibited at the end of a given period of time or within a given range. This means that students' academic performance can be ascertained at the end of a teaching and learning session, be it daily or at the end of the session. Academic performance in the views of Omar and Hussain (2021) refers to the knowledge attained and designated by marks, assigned by teacher. In educational context, academic performance is the educational goal to be achieved by a student, teacher or institution over a certain period and is measured either by examinations or continuous assessments (Narad and Abdullah, 2016).Onuoha (2019) submitted that testing academic performance entails a systematic and purposeful quantification of learning outcomes. Onuoha explained that it involves the determination of the degree of attainment of individual in tasks, course or programmes of which the individuals were sufficiently exposed. Academic performance of students is the centre around which the whole education system revolves. Omar and Hussain (2021) noted that the success and

failure of any educational institution is measured in terms of academic performance of students. Several methods are used to measure child academic performance including standardized achievement test scores, teacher ratings of academic performance and report card grades (Topor et al, (2019). Standardized achievement tests are objective instruments that assess skills and abilities students learn through direct instruction in a variety of subject areas (Okeke et al, 2023). Teacher rating scaleon the other hand allows teachers rate how accurate a student's academic work is compared to other students and also allows for ratings on a wider range of academic tasks than examined on standardized achievement tests (Chidozie, 2021). Report card grades permits teachers to report on academic performance in the classroom.

Not only the schools, but parents also have very high expectations from students with respect to their academic performance, as they believe that better academic results may lead to better career options and future security. Based on the above discourse, the researchers define academic performance the accomplishment or completion of a learning process successfully, especially by means of exertion, skill, practice or perseverance.The academic performance in secondary schools cannot be said to be wonderful. The yearly performance of secondary school students in public examinations such as the Senior School Certificate Examinations (SSCE) in Nigeria has not being excellent. Parents, guardians and other stakeholders in education industry have variously commented on the performances of secondary school students (Unachukwu, Obumse & Okafor, 2023). West African Examinations Council (WAEC) also stated that candidates who obtained credit passes in five subjects and above including English language and Mathematics between 2017 and 2021 are as follows: 8.53% in year 2017, 13.32% in 2018, 27.74% in 2019, 10.53% in 2020 and 1.80% in 2021. This situation is worrisome. Researchers like Sanzida, Amzad and Prahallad (2015), Onwukwe, Anyanwu and Agommuoh (2017); Luai and Saurabh (2021) and Ali et al (2023) and stakeholders in education industry have identified several factors as the causes of poor performance of students in public examinations. Among such factors identified are poor location of the school, incessant changes in government policies, closure of schools, which is contingent upon teachers' strike action, socio-economic factors, among others. Given that education can be an instrument of cultural change which is being taught from home. It is not out of place to imagine that parental socio-economic background can have possible effects on the academic achievement of children in school.

The socio-economic background of a student refers to the social and economic conditions of their family, including income, education, occupation, and access to resources. Sanzida, Amzad and Prahallad (2015) stated that a family's socioeconomic status is based on family income, parental education level, parental occupation, and social status in the community such as contacts within the community, group associations, and the community's academic

performance of the family. They further explained that families with high socioeconomic status often have more success in preparing their young children for school because they typically have access to a wide range of resources to promote and support young children's development. This means that a favourable socio-economic background is likely to improve academic performance.A person's socioeconomic status is their social classification based on the amount of wealth they have. It can be determined by looking at a family's income and assets. Thus socioeconomic status (SES) is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education and occupation. Research has shown that students from low socio-economic backgrounds tend to perform poorly in school compared to their counterparts from more affluent backgrounds (Harris, 2020; Lee & Wong, 2018).The socio-economic factors that affect students' academic performance are: family income, parental education, parental occupation, family structure, access to resources, neighbourhood and community, cultural capital, access to technology and parental involvement among others.

Parental involvement in education according to Evi and Veerle (2021) is a multidimensional concept that encompasses a wide variety of parental practices and behaviours in terms of students' education and learning processes. It isthe extent to which parents participate in their child's education and it is significant socio-economic factor that affects students' academic performance. Ali et al (2023)explained that parents who are involved within their children's education don't have to say it, but it is visibly shown in their actions by using a number of strategies and by being directly or indirectly involved. Parental involvement can manifest in various ways, including: attendance at PTA meetings (Henderson et al, 2018), helping with homework (Hoover-Dempsey et al, 2015), encouraging reading and writing at home (Krashen, 2018), setting high but realistic expectations and goals for their child's education (Wong et al, 2019), providing a supportive and nurturing environment, being actively engaged in school decision-making and governance(Chidozie, 2021), communicating regularly with teachers and school administrators, providing resources and opportunities for extracurricular activities, monitoring progress and adjusting support as needed and showing interest in their child's daily life.Ali et al (2023) explained that even teachers and schools can sense it that parents are being involved - students who are always well-prepared for their class test, or who always complete their homework on time or students who are concerned for their studies in their classroom; such students show that their parents are making efforts, and they are involved in their learning process. Also, the students whose parents put signature and acknowledge their daily homework diary and are always prepared and have all the material for a project or assignment are themselves an indicator of their parents' involvement within their children's

education.Parental involvement should continue until students become fully independent (Cheung, 2019).Limited parental involvement in education can result in reduced support and guidance for students.Cheung also posited that higher levels of parental are associated with better academic performance; increased motivation and engagement; increased attendance and reduced drop out; enhanced social and emotional development and greater academic aspirations and expectations. Conversely, Conger (2019) submitted that lower levels of parental involvement are linked to poor academic performance, lower motivation, increased risk of drop out and academic struggles, reduced social and emotional well-being. This means that high parental involvement is critical for high academic performance. Ananomo, Anyamene and Nwankwo (2021) noted that higher academic performance can be achieved if parents become more conscious and have positive attitude towards their childrens' learning. Another socio-economic factor that is vital for students' academic performance is access to technology.

According to Kim (2019), access to technology refers to the ability of students, teachers and educational institutions to use and leverage technology to support teaching and learning and overall, educational experience. Some of the technologies used for education are computers, laptops, tablets, smartphones, learning management systems, educational apps, digital tools and platforms, online textbooks, educational videos, podcasts and others. Access to technology can have both positive and negative effects on academic performance, depending on how it is used. Some of the positive effects according to Conger(2019) are: improved access to information and resources; enhanced learning experiences through multimedia and interactive content; increased efficiency and productivity in completing assignments and projects; better organization and time management skills through digital tools; enhanced collaboration and communication with peers and teachers; personalized learning experiences tailored to individual needs (Luai & Saurabh, 2021), access to online tutoring and support resources and development of digital literacy and technical skills. On the other hand, Kim (2019) identified the negative effects are distractions and decreased focus due to social media and other online temptations; overreliance on technology, leading to decreased critical thinking, problem-solving, creativity and innovation; inequitable access to technology, creating a digital divide and disadvantaging some students; cyberbullying and online harassment, decreased face to face interaction and social skills, technical issues and downtime, hindering academic progress, unethical use of technology such as plagiarism and academic dishonesty. In order to maximize the positive effects while minimizing the negative effects, Kim (2019) suggested that students, teachers and parents should set clear guidelines and boundaries for technology use, monitor and supervise technology use, provide training and support for effective technology use, encourage responsible and ethical technology behaviour, ensure equitable access to technology for all students, foster a balance

between technology use and other aspects of life. Aside access to technology, cultural capital is a factor that affects students' academic performance.

Cultural capital is a concept introduced by Pierre Bourdieu and it refers to cultural knowledge, values and practices that individuals possess, which can provide them with social advantages and benefits. In education, cultural capital significantly impacts academic performance because according to Dumais, (2018) and Conger (2019) students from families with high cultural capital are: more likely to be familiar with the culture of academia, including norms, expectations, and values; possess advanced language skills and be more comfortable communicating with teachers and peers; have access to social connections and networks that can provide opportunities, resources and support; have higher expectations and aspirations for their academic achievements; have access to resources like books, technologies and educational softwares which can provide an advantage in terms of academic preparation and opportunities; have parents that are involved in their child's education, providing them with guidance, support and encouragement. All these shape students' academic performance by providing them with cultural knowledge, social connections and access to resources that can help give them an advantage in navigating the education system and so succeed in improving their academic performance.

Research has shown that students from low socio-economic backgrounds face numerous challenges that affect their academic performance, including limited access to resources, poor parental education, and economic instability (Sirin, 2016). These challenges can lead to a lack of motivation, low self-esteem, and poor academic achievement (Adeyemi & Akomolafe, 2017).

Furthermore, the educational system in Nigeria is plagued by numerous challenges, including inadequate funding, poor infrastructure, and a shortage of qualified teachers (Oladipo & Okunade, 2018). These challenges can exacerbate the existing socio-economic disparities, leading to a wider gap in academic performance between students from different socio-economic backgrounds.

In Awka North, Anambra State, the situation is even more dire, with many schools lacking basic infrastructure, including classrooms, libraries, and laboratories. The region also has a shortage of qualified teachers, which can further exacerbate the existing socio-economic disparities.This study aims to investigate the effects of socio-economic background on the academic performance of secondary school students in Awka North, Anambra State. By examining the effects of socio-economic background on academic performance, this study hopes to identify the specific socio-economic factors that influence academic performance and determine the extent to which socio-economic background predicts academic performance.

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Statement of the Problem

Ideally, every student ought to have an equal opportunity to excel academically and reach their full potential. They ought to have a supportive environment with parents being actively involved in their education, fostering a culture of learning and achievement. Technology would be readily available allowing all students to benefit from diverse experiences and resources.

Sadly, an observation of the secondary school system in Awka north LGA of Anambra suggests that some students face some barriers to academic success for instance, they seem not to have access to technology to aid their learning. Also, some of their parents struggle to pay school fees and appear not to attend PTA meetings or support them in doing school projects and home works. Schools seem to struggle to provide adequate resources and teachers are probably ill-equipped to address the diverse needs of the students.

Consequently, students may be left behind which may lead to drop-outs, their potentials probably untapped and their future prospects may be diminished. This study makes the case that these noted inefficiencies have invariably much to do with the socio-economic backgrounds of students. The study there determined the effects of socio-economic background on the academic performance of secondary school students in Awka North, Anambra State.

Purpose of the Study

The main purpose of this study was to determine effects of socio economic background on the academic performance of secondary school students in Awka north, Anambra state. Specifically, the study sought to:

1. Identify the specific socio-economic factors that influence academic performance of secondary school students in Awka North, Anambra State.
2. Determine the extent to which parental involvement influence academic performance of secondary school students in Awka North, Anambra State.
3. Examine the extent to which access to technology influence academic performance of secondary school students in Awka North, Anambra State.
4. Ascertain the extent to which cultural capital influence academic performance of secondary school students in Awka North, Anambra State.

Research Questions

The following research questions guided the study:

1. What are the specific socio-economic factors that influence academic performance of secondary school students in Awka North, Anambra State?
2. To what extent does parental involvement influence academic performance of secondary school students in Awka North, Anambra State?
3. To what extent does access to technology influence academic performance of secondary school

students in Awka North, Anambra State?

4. To what extent does cultural capital influence academic performance of secondary school students in Awka North, Anambra State?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance

1. There is no significant difference in the mean ratings of teachers and students on the specific socio-economic factors that influence academic performance of secondary school students in Awka North, Anambra State.
2. There is no significant difference in the mean ratings of teachers and students on extent parental involvement influence academic performance of secondary school students in Awka North, Anambra State
3. There is no significant difference in the mean ratings of teachers and students on extent access to technology influence academic performance of secondary school students in Awka North, Anambra State
4. There is no significant difference in the mean ratings of teachers and students on extent cultural capital influence academic performance of secondary school students in Awka North, Anambra State

Research Method

The study adopted the descriptive survey research design. According to Nworgu, (2015), descriptive survey design is one which aims at collecting data on, and describing in a systematic manner the characteristics, features or facts about a given population. These studies are only interested in describing certain variables in relation to the population. The design is deemed suitable for investigating the effects of socio-economic background on academic performance of secondary school students because it collects data from a sample of a population in order to determine the effects of socio-economic background on academic performance of secondary school students and thereafter, the findings are generalized in order to draw inferences as well as conclusion. Population for the study was 1,711 consisting of all the 1,533 SSCE 2 students and all the 178 teachers in all the 10 public secondary schools in the local government gotten from the Planning, Research and Statistics department, Anambra State Post Primary School Service Commission, Awka. The whole population were used. They were not sample as the size was manageable, hence, no sample and sampling technique.

A researcher's self-developed questionnaire titled: Effects of Socio-economic Background on Students' Academic Performance Questionnaire (ESBSAPQ) which was constructed for teachers and students, containing 52 items and designed on a 4-point rating scale was used for data collection in the study. Construction of the questionnaire was guided by the purpose of

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the study, research questions and hypotheses. The questionnaire was divided into two parts. Part A is an introductory section which comprised personal details and open-ended statements that elicited from the participants demographic information. Part B of the research instrument contained 49 items which was based on this study on effects of socio-economic background on academic performance of secondary school students in Awka North LGA, Anambra state. Items in section B of the instrument were arranged in four clusters in order to answer questions relating to each of the research questions. The items on the ESEGNQ was structured on a 4-point rating scale weighted as follows: (a) Strongly agreed (SA) - 4, (b) Agreed (A) - 3, (c) Disagreed (D) - 2, (d) Strongly Disagreed (SD) – 1 for answering all research question one and (a) Very High Extent (VHE) - 4, (b) High Extent (HE) - 3, (c) Low Extent (LE) - 2, (d) Very Low Extent (VLE) – 1 for answering all research questions two, three and four.

The research instrument was validated by three experts from Educational Management and Policy andEducational Measurement and Evaluation, Nnamdi Azikiwe University, Awka, Anambra State. The corrections and modifications made by these experts were incorporated in the instrument before the final draft of the instrument. This was done in order to determine the face and content validity that aided the instrument to collect the requisite information (data) for the study. These experts were requested to validate the items in the questionnaire in terms of their face value, content relevance, items clarity and sentence construction. Reliability of the questionnaire was established through a pilot-test sampling 10 teachers and 20studentsinDelta State, which were not part of the study. After the pilot test, the result obtained from the data collected were computed and the coefficient value were measured using the Cronbach Alpha formula to appraise the reliability of the research instrument. The scores gave coefficient reliability of 0.70, 0.76, 0.85 and 0.76, for the four clusters respectively; which were added up to give an overall internal consistency reliability ‘r’ value of 0.77, showing that the questionnaire was reliable. This was to show the degree at which the instrument was reliable to collect the necessary information for the study. According to Nworgu(2015), the essence of conducting a pilot-test was to avoid bias and the reliability of the questionnaire shows the trust-worthiness, consistency and dependability of the instrument. Both validity and reliability of the instrument had to be determined before the final instrument was administered to the respondents, so as to yield the kind of information that assisted in the decision-making process and enable the instrument to collect the expected data. The final drafted copies of the ESBSAPQ were distributed to the respondents on a personal and direct hand-delivery process to the respondents with the help of five (5) research assistants. The distribution of the questionnaire consisted of face-to-face contact with the respondents. An on-the-spot method was adopted by the researchers and research assistants in distributing copies of the questionnaire. This was to ensure maximum recovery of the questionnaire that

were administered. Copies of the questionnaire for the respondents were delivered to them by the researchers and research assistants who are teachers in that local government and who were instructed on how to communicate and retrieve the necessary information from the respondents. These research assistants were instructed and briefed on how to administer the questionnaire to the respondents. This entailed explaining properly to the research assistants the location of the sampled schools selected for the study likewise the intensions of the study. The researchers and the research assistants waited for the respondents to complete the questionnaire before retrieving them on the spot in order to obtain the highest possible rate of return. However, a total of 1,711 copies of the questionnaire were printed out for distribution by the researchers and the research assistants. Out of 1,711 copies distributed, only 1,701 were retrieved and used for analysis. The remaining 10 copies were either not retrieved or wrongly filled and so was not used for analysis. The rate of retrieval of the research instrument was at about 99.42% rate of return. Data collated were analysed using mean and standard deviation. Any item with a mean response of 2.50 and above was considered 'agreed' while anyone with a mean response below 2.50 was considered 'disagreed' for research question 1. For research question 2, 3 and 4, it was based on the 4-point scale ranging from very high extent of 4 points to very low extent of 1 point. Any item with a mean response of 2.50 and above was considered 'high extent (HE)' while anyone with a mean response below 2.50 was considered 'low extent (LE)'. More so, all the null hypotheses were tested at an alpha level of 0.05 significance using the t-test. The t-test were used to compare the means of two groups to determine if there is a significant difference between them. The decision rule was based upon the premise that when the calculated P-value associated with the t-cal is less than the stipulated 0.05 level of significance, the null hypothesis is rejected. Where the calculated P-value associated with the t-cal is greater than the stipulated 0.05 level of significance, the null hypothesis is not rejected. Data collated were also coded into the SPSS (Statistical Software Package for Social Sciences) for computer analysis.

Presentation of Results

Research Question one: What are the specific socio-economic factors that influence academic performance of secondary school students in Awka North, Anambra State?

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Table 1: Mean Responses of Teachers and Students on the Specific Socio-Economic Factors that Influence Academic Performance of Secondary School Students in Awka North, Anambra State

		Teachers N = 178			StudentsN = 1523			Total N = 1701		
S/N	ITEMS	Mean	SD	Remark	Mean	SD	Remark	Mean	SD	Remark
1	Family income	3.71	.60	Agreed	3.53	.60	Agreed	3.11	.92	Agreed
2	Parental education	3.62	.88	Agreed	2.53	.91	Agreed	2.16	.82	Agreed
3	Occupation	3.53	.70	Agreed	3.61	.70	Agreed	3.25	.88	Agreed
4	Family structure	2.64	1.06	Agreed	3.45	1.07	Agreed	2.61	.87	Agreed
5	Access to resources	3.73	.62	Agreed	3.43	.58	Agreed	2.56	.92	Agreed
6	Cultural capital	2.53	1.10	Agreed	2.99	1.11	Agreed	3.31	.80	Agreed
7	Neighbourhood and community	2.53	.91	Agreed	2.57	.66	Agreed	3.29	.81	Agreed
9	Health and nutrition	2.54	.75	Agreed	3.71	.93	Agreed	3.29	.81	Agreed
10	Social status	3.43	.83	Agreed	2.62	.66	Agreed	3.27	.83	Agreed
11	Parental involvement	2.99	1.12	Agreed	3.53	.95	Agreed	2.61	87	Agreed
12	Access to technology	2.57	1.12	Agreed	2.53	67	Agreed	2.85	.71	Agreed
13	Environmental factors	3.55	.78	Agreed	3.61	1.08	Agreed	2.89	.67	Agreed
	Cluster mean	3.41	.88	Agreed	2.53	.91	Agreed	3.07	.62	Agreed

The analysis in Table 1 shows the aggregate cluster mean and standard deviation of 3.07 and .62 indicating the items are specific socio-economic factors that influence academic performance of secondary school students in Awka North, Anambra State. The analysis of items indicate that all the eleven items were rated as specific socio-economic factors that influence academic performance of secondary school students in Awka North, Anambra State

The cluster means and standard deviation for teachers (3.41 and .88) and students (2.53 and .91) indicates that they both perceived the items as specific socio-economic factors that influence academic performance of secondary school students in Awka North, Anambra State

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Research Question Two: To what extent does parental involvement influence academic performance of secondary school students in Awka North, Anambra State?

Table 2: Mean Responses of Teachers and Students on Extent Parental Involvement Influence Academic Performance of Secondary School Students in Awka North, Anambra State

		Teachers N = 178			Students N = 1523			Total N = 1701		
S/N	ITEMS	Mean	SD	Remark	Mean	SD	Remark	Mean	SD	Remark
1	Better school attendance behaviour	2.95	.71	HE	3.48	.85	HE	3.62	.49	HE
2	Better social skills for students	3.13	.62	HE	3.24	.61	HE	3.24	.61	HE
3	Better motivation	3.12	.53	HE	3.57	.58	HE	3.48	.73	HE
4	Less discipline problems	3.02	.77	HE	3.33	.89	HE	3.19	.73	HE
5	Better social adaptation	3.02	.57	HE	3.24	.75	HE	3.52	.66	HE
6	Increasing student's self-perception of cognitive competence	3.31	.78	HE	2.75	1.39	HE	2.97	.76	HE
7	Engaging with teachers to promote a positive student-teacher relationship	3.59	.70	HE	3.42	.79	HE	3.28	.87	HE
9	Helping with child's homework improves performance	3.40	.71	HE	3.67	.67	HE	3.29	.77	HE
10	Communicating regularly with child's teachers keeps them focused	3.24	.70	HE	3.24	.61	HE	3.31	.74	HE
11	Parents monitoring their child's progress propels them to learn	2.95	.59	HE	3.88	.59	HE	3.34	.74	HE
12	Providing needed resources fosters learning	3.40	.68	HE	3.38	.58	HE	3.35	.71	HE
	Cluster mean	3.02	.77	HE	3.52	.79	HE	3.33	.74	HE

Results in Table 2 show the extent parental involvement influence academic performance of secondary school students in Awka North, Anambra State. The aggregate

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cluster mean and standard deviation of 3.33 and .74 indicates that all those items on parental involvement influence academic performance of secondary school students in Awka North, Anambra State to a high extent. The mean ratings of teachers (2.95, 3.13, 3.12, 3.02, 3.20, 3.31, 3.59, 3.40, 3.24, 2.95 and 3.40) and students (3.48, 3.24, 3.57, 3.33, 3.24, 2.75, 3.42, 3.67, 3.24, 3.88 and 3.38) for all the 12 items shows that they both perceived them as influencing academic performance of secondary school students in Awka North, Anambra State to a high extent.

Research Question Three: To what extent does access to technology influence academic performance of secondary school students in Awka North, Anambra State?

Table 3: Mean Responses of Teachers and Students on Extent Access to TechnologyInfluence Academic Performance of Secondary School Students in Awka North, Anambra State

		Teachers N = 178			Students N = 1523			Total N = 1701		
S/N	ITEMS	Mean	SD	Remark	Mean	SD	Remark	Mean	SD	Remark
1	Improved access to information and resources	2.85	.71	HE	3.07	.72	HE	2.92	.70	HE
2	Enhanced learning experiences through multimedia and interactive content	3.09	.64	HE	2.75	.68	HE	3.32	.63	HE
3	Increased efficiency in completing assignments	2.81	.69	HE	2.90	.62	HE	3.24	.60	HE
4	Better organization skills through digital tools	2.85	.71	HE	2.91	.72	HE	3.24	.60	HE
5	Enhanced collaboration with peers and teachers	3.09	.64	HE	3.02	.65	HE	2.87	.67	HE
6	Allows personalized learning experiences tailored to individual needs	2.89	.67	HE	2.81	.69	HE	3.35	.69	HE
7	Access to online tutoring and support resources	3.07	.62	HE	2.85	.71	HE	3.29	.68	HE
9	Development of digital literacy	2.84	.70	HE	3.09	.64	HE	3.14	.62	HE
10	better time management skills through digital tools	2.89	.67	HE	3.02	.74	HE	2.96	.68	HE
11	Better communication with teachers to understand concepts	3.07	.62	HE	2.72	.62	HE	3.01	.67	HE

	clearly									
12	Makes educational contents more accessible in real-time	2.81	.69	HE	2.87	.67	HE	2.87	.62	HE
	Cluster mean	2.81	.69	HE	2.89	.67	HE	2.81	.69	HE

Results in Table 3 show the extent access to technology influence academic performance of secondary school students in Awka North, Anambra State. The aggregate cluster mean and standard deviation of 2.81 and .69 indicates that all those items on access to technology influence academic performance of secondary school students in Awka North, Anambra State to a high extent. The mean ratings of teachers (2.85, 3.08, 2.81, 2.85, 3.09, 2.89, 3.07, 2.84, 2.89, 3.07 and 2.81) and students (3.07, 2.75, 2.90, 2.91, 3.02, 2.81, 2.85, 3.09, 3.02, 2.72 and 2.87) for all the 12 items shows that they both perceived them as influencing academic performance of secondary school students in Awka North, Anambra State to a high extent.

Research Question Four: To what extent does cultural capital influence academic performance of secondary school students in Awka North, Anambra State?

Table 4: Mean Responses of Teachers and Students on Extent Cultural CapitalInfluence Academic Performance of Secondary School Students in Awka North, Anambra State

		Teachers N = 178			Students N = 1523			Total N = 1701		
S/N	ITEMS	Mean	SD	Remark	Mean	SD	Remark	Mean	SD	Remark
1	Students from families with high cultural capital have high expectation for their academic performance motivating them to work harder	3.30	.80	HE	3.31	.80	HE	2.85	.71	HE
2	parents pass on their cultural knowledge and values to their children shaping their academic aspirations	3.30	.80	HE	3.30	.80	HE	2.89	.67	HE
3	Students with high cultural may have social connections that boosts performance	3.38	.73	HE	3.30	.80	HE	3.07	.62	HE

4	Students with high cultural capital has access to educational resources that promotes performance	3.39	.73	HE	3.30	.80	HE	3.31	.78	HE
5	students with high cultural capital have good relationship with teachers which fosters learning	3.36	.72	HE	3.38	.73	HE	3.59	.70	HE
6	Students with high cultural capital possesses advanced language skills for better understanding	3.35	.76	HE	3.39	.73	HE	3.40	.71	HE
7	Students with high cultural capital are better equipped to navigate the education system leading to academic success	3.29	.77	HE	3.36	.72	HE	3.24	.70	HE
9	Teachers have higher expectation for students from high cultural capital backgrounds leading to opportunities for growth	3.31	.80	HE	3.35	.76	HE	3.06	.79	HE
10	Students with high cultural capital possess cultural knowledge that helps them understand different perspectives leading to better academic performance	3.27	.83	HE	3.29	.77	HE	2.81	.69	HE
11	Students with high cultural capital have access to books, technologies that aids learning	3.25	.88	HE	3.14	.62	HE	3.29	.68	HE
12	Parents with high cultural capital are involved in their child's education leading to better performance	3.11	.92	HE	3.29	.81	HE	3.35	.69	HE
	Cluster mean	2.56	.92	HE	2.61	.87	HE	2.89	.67	HE

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Results in Table 4 show the extent cultural capital influence academic performance of secondary school students in Awka North, Anambra State. The aggregate cluster mean and standard deviation of 2.89 and .67 indicates that all those items on cultural capital influence academic performance of secondary school students in Awka North, Anambra State to a high extent. The mean ratings of teachers (3.30, 3.30, 3.38, 3.39, 3.36, 3.35, 3.29 and 3.31) and students (3.31, 3.30, 3.30, 3.30, 3.38, 3.39, 3.36, 3.35, 3.29, 3.14, 3.29 and 2.61) for all the 12 items shows that they both perceived them as influencing academic performance of secondary school students in Awka North, Anambra State to a high extent.

Hypothesis 1: There is no significant difference in the mean ratings of teachers and students on the specific socio-economic factors that influence academic performance of secondary school students in Awka North, Anambra State.

Table 5: t-test Comparison of Teachers and Students' Mean Ratings on the Specific Socio-Economic Factors that Influence Academic Performance of Secondary School Students

Source of variation	N	Mean	SD	Df	t-cal	*P*-value	Decision
Teachers	178	2.21	.33				
				1699	1.70	.09	Not-Sig
Students	1523	2.08	.36				

The results in table 5 show that the mean score for teachers (*M*=2.21, *SD*=.33) was not significantly greater than that of the students (*M=2.08, SD=.36*); *t (*1699*) =1.70, p*=.09.The null hypothesis of no significant difference between the two groups on the specific socio-economic factors that influence academic performance of secondary school studentswas therefore not rejected.

Hypothesis 2: There is no significant difference in the mean ratings of teachers and students on extent parental involvement influence academic performance of secondary school students in Awka North, Anambra State.

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Table 6: t-test Comparison of Teachers and Students' Mean Ratings on the Extent Parental InvolvementInfluence Academic Performance of Secondary School Students

Source of variation	N	Mean	SD	Df	t-cal	*P*-value	Decision
Teachers	178	2.50	.22				
				1699	.92	.36	Not-Sig
Students	1523	2.55	.25				

The results in table 6 show that the mean score for teachers (*M*=2.50, *SD*=.22) was not significantly greater than that of the students (*M=2.25, SD=.25*); *t (*1699*) =.92, p*=.36.The null hypothesis of no significant difference between the two groups on the extent parental involvement influence academic performance of secondary school studentswas therefore not rejected.

Hypothesis 3: There is no significant difference in the mean ratings of teachers and students on extent access to technology influence academic performance of secondary school students in Awka North, Anambra State.

Table 7: t-test Comparison of Teachers and Students' Mean Ratings on the Extent Access to TechnologyInfluence Academic Performance of Secondary School Students

Source of variation	N	Mean	SD	Df	t-cal	*P*-value	Decision
Teachers	178	2.95	.34				
				1699	.20	.98	Not-Sig
Students	1523	2.95	.32				

Table 7 shows that the mean score for teachers (*M*=2.95, *SD*=.34) wasnot significantly greater than that of the students (*M=2.95, SD=.32*); *t (*1699*) =.20, p*=.98. The null hypothesis of no significant difference between the two groupson the extent access to technology influence academic performance of secondary school studentswas therefore not rejected.

Hypothesis 4: There is no significant difference in the mean ratings of teachers and students on extent cultural capital influence academic performance of secondary school students in Awka North, Anambra State

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Table 8: t-test Comparison of Teachers and Students' Mean Ratings on the Extent Cultural CapitalInfluence Academic Performance of Secondary School Students

Source of variation	N	Mean	SD	Df	t-cal	*P*-value	Decision
Teachers	178	2.22	.64				
				1699	1.08	.28	Not-Sig
Students	1523	2.28	.50				

Table 8 shows that the mean score for teachers (*M*=2.22, *SD*=.64) was not significantly less than that of the students (*M=2.28, SD=.50*); *t (*1699*) =1.08, p*=.28. The null hypothesis of no significant difference between the two groups on the cultural capital influence academic performance of secondary school studentswas therefore not rejected.

Discussion of Findings

On a general note, it was evidenced that socioeconomic backgrounds influenced the academic performances of secondary school students in Awka North LGA, Anambra state. The findings of the study have been further discussed under the following subheadings of:

Specific Socio-Economic Factors that Influence Academic Performance of Secondary School Students

The findings indicated that there are specific socio-economic factors that influence academic performance of secondary school students in Awka North LGA, Anambra State. The finding further indicated that family income; parental education; occupation; family structure; access to resources; cultural capital; neighborhood and community; health and nutrition, social status, parental involvement, access to technology and environmental factors. This finding corroborates and is equally in line with Lee and Wong(2018) as well asHarris (2020) which submitted that students from low socio-economic backgrounds tend to perform poorly in school compared to their counterparts from more affluent backgrounds. Onwukwe, Anyanwu and Agommuoh (2017) on a study on influence of parents' socio-economic status on academic achievements of secondary school students in Owerri Imo state, Nigeria confirmed that there is a close relationship between students' school performance and their family background. Additionally, the hypothesis revealed that there was no significant difference in the mean responses ofteachers and students on the specific socio-economic factors that influence academic performance of secondary school students. This, means that teachers and students did not differ in their opinions of the specific socio-economic factors that influence academic performance of secondary school students in public schools in Awka north LGA, Anambra state. This shows that, socio-economic backgrounds influence academic performance.

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Extent Parental Involvement Influence Academic Performance of Secondary School Students

The findings indicated that parental involvement influence academic performance of secondary school students in Awka north LGA Anambra state to a high extent. The finding further showed parental involvement to a high extent, influence academic performance of secondary school studentsby bringing better school attendance behaviour, better social skills for students; better motivation; less discipline problems; better social adaptation; better social adaptation; increasing student's self-perception of cognitive competence; engaging with teachers to promote a positive student-teacher relationship; helping with child's homework improves performance; communicating regularly with child's teachers keeps them focused; parents monitoring their child's progress propels them to learn and providing needed resources fosters learning.This finding means that parental involvement as a socio-economic factor influence the academic performance of students. The finding agrees and is equally in correspondence with Ali et al (2023) study on parental involvement influencing academic performance: a study of students' perceptions whichexplained that even teachers and schools can sense it that parents are being involved -students who are always well-prepared for their class test, or who always complete their homework on time or students who are concerned for their studies in their classroom; such students show that their parents are making efforts, and they are involved in their learning process. The present study finding also deviates and is not in line with the study of Bryan (2015) on the relationship between parental involvement and students' academic achievement in a public high school which submitted that while parental involvement influenced academic performance, the influence was rather small as other factor like students' motivation and teacher support were more important predictors of academic success. The difference may be as a result of difference in area of the study as Bryan's study was not carried out in Awka north LGA, Anambra state but was carried out in South Florida. It was also found that there wasno significant difference in the mean ratings of teachers and students on extent parental involvement influence academic performance of secondary school students in Awka North, Anambra State. The similarity found between teachers and students on extent parental involvement influence academic performance of secondary school students in Awka North, Anambra State could be attributed to the fact that they may be depicting the real situation of things as regards parental involvement as it influences academic performance.

Extent Access to Technology Influence Academic Performance of Secondary School Students

The findings indicated that access to technology influences academic performance of secondary school students. The influence of access to technology on academic performance of secondary school students were found to be to a high extent as itimproved access to information and resources; enhanced learning experiences

through multimedia and interactive content; increased efficiency in completing assignments; better organization skills through digital tools; enhanced collaboration with peers and teachers; allows personalized learning experiences tailored to individual needs; access to online tutoring and support resources; development of digital literacy; better time management skills through digital tools; better communication with teachers to understand concepts clearly and makes educational contents more accessible in real-time. This finding showed that access to technology influences academic performance of secondary school studentsto a high extent. This finding corresponds with the finding of Luai and Saurabh (2021) which found out that access to technology increasespersonalized learning experiences tailored to individual needswhich boosts academic performance. This finding aligns and concurs with Kim (2019) that posited that technology influences academic performance if students, teachers and parents should set clear guidelines and boundaries for technology use, monitor and supervise technology use, provide training and support for effective technology use, encourage responsible and ethical technology behaviour, ensure equitable access to technology for all students, foster a balance between technology use and other aspects of life.The hypothesis indicated that there was no significant difference in the mean responses of teachers and students on extent access to technology influence academic performance of secondary school students in Awka North, Anambra State. This, means that teachers and studentsdid not differ in their opinion on extent access to technology influence academic performance of secondary school students in Awka North, Anambra State.

Extent Cultural Capital Influence Academic Performance of Secondary School Students

The findings indicated that cultural capital influences academic performance of secondary school students in Awka north LGA, Anambra state to a high extent. The result further revealed that cultural capital influences academic performance of secondary school students bysetting high expectation for their academic performance motivating them to work harder; having high expectation for their academic performance motivating them to work harder; parents passing on their cultural knowledge and values to their children shaping their academic aspirations; having social connections that boosts performance; having access to educational resources that promotes performance; having good relationship with teachers which fosters learning; possessing advanced language skills for better understanding; better equipped to navigate the education system leading to academic success; teachers having higher expectation for students from high cultural capital backgrounds leading to opportunities for growth; possessing cultural knowledge that helps them understand different perspectives leading to better academic performance; having access to books, technologies that aids learning and parents with high cultural capital are involved in their child's education leading to better performance.This finding means that

cultural capital influences academic performance of secondary school students. This finding corroborates with Dumais, (2018) as well as Conger (2019) that students from families with high cultural capital are more likely to be familiar with the culture of academia, including norms, expectations, and values; possess advanced language skills and be more comfortable communicating with teachers and peers and have access to social connections and networks that can provide opportunities, resources and support which influences academic performance. Moreover, the hypothesis indicated that there was no significant difference in the mean responses of teachers and students on extent cultural capital influence academic performance of secondary school students in Awka North, Anambra State. This means that teachers and students did not differ in their opinion of extent cultural capital influence academic performance of secondary school students in Awka North, Anambra State.

Conclusion

In conclusion, this study investigated the effects of socio-economic background on the academic performance of secondary school students in Awka North, Anambra State. The findings revealed that socio-economic background factorsinfluenced academic performance to a high extent. This means that students from low socio-economic backgrounds will perform poorly compared to their counterparts from more affluent backgrounds. Specifically, the study identified parental involvement, access to technology and cultural capital as significant predictors of academic performance as they influenced academic performance to a high extent. It is therefore concluded that socio-economic backgrounds have influence on the academic performance of students. By addressing the socio-economic disparities that affect academic performance, we can promote greater equity and inclusivity in our education system and empower all students to reach their full potential.

Recommendations

Based on the findings, the following were recommended:

1. Philanthropic individuals should provide financial assistance to students from low socio-economic backgrounds to cover educational expenses, such as tuition fees, textbooks, and online resources given the fact that socio-economic factors influence academic performance.
2. Relevant stakeholders should offer adult education programmes for parents to improve their literacy and numeracy skills, enabling them to support their children's education more effectively since parental involvement influences academic performance.
3. Educational institutions should establish computer labs and internet facilities in schools to ensure equal access to technology for all students. This should be monitored to ensure it is used in a way that positively influences academic performance.
4. Educational institutions should foster partnerships with local communities, businesses, and organizations to

provide resources, support, and opportunities for students from low socio-economic backgrounds and build cultural capital which influences academic performance.

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