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INCOME DEPRIVATION AND ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN RIVERS STATE

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ABSTRACT

This study investigated Income Deprivation and Academic Performance of Secondary School Students in Rivers State. Two research questions and two null hypotheses guided the study. The correlational survey research design was adopted for the study. Population of the study was made up of seventy one thousand and ninety eight (71,098) Senior Secondary School (SS 11) Students. The sample is comprised of three hundred and eight two (382) SS 11 students in Rivers State. Instrument used for data collection was a questionnaire titled "income deprivation questionnaire (IDQ)". Reliability of the instrument was ascertained using Cronch Alpha reliability which yielded a coefficient level of 0.86 level of significance. Findings of the study revealed that there is no significance prediction of income deprivation variables (used in the study) on academic performance of SS 11 students in Rivers State, therefore all the null hypotheses were accepted. The study thereby concludes that income deprivation variables have low impact on academic performance of students. One of the recommendations put forward was that parents should encourage their children despite parents' level of education.

INTRODUCTION

The direct impact of money on kids' learning possibilities can be significant and wide-ranging. According to Hobbes (2003), even when other causes are taken into account in the majority of "statistical models of the influences on educational success, income effects are still statistically significant." Additionally, he referenced data from longitudinal studies conducted in the US that showed money had a bigger impact on children's "cognitive development and educational success in their early and middle childhood" than it does on them in their adolescent. The effects of income growth on cognitive development and educational success are greater for families living below or close to the poverty line than for more wealthy ones. He continued by saying that long-term poverty has more of an impact than short-term poor.

Using data from the UK, Blanden and Gregg (2004) established the causality of the link between income and educational achievement. According to their calculations, a child's likelihood of receiving no A or C grades on the General School Certificate Examination (GSCE) increase by about 3–4 percentage points and their chances of earning a degree decrease by roughly the same amount for every third reduction in their income from the mean (roughly £140 per week).

According to Feinsten, Duckworth, and Sabates (2004), money has a significant, nonlinear impact on children's achievement. They explained it thus:

> "Below a threshold of income on children's attainment and behaviour are large and long term. Above this threshold additional increments to income have less substantial effects although where resources are spent on educational provision for children, these continue to have a wide ranging effect"

Education may directly be influenced by income in a number of different ways. Families that are struggling financially could find it difficult to give their kids access to the right educational materials. For instance, a research on the social impacts of children not having access to the internet (Ofurum, 2007) found that while both parents and kids thought having internet connection at home would be beneficial for their schooling, the cost was a major deterrent for those who didn't already have a computer. Similar to this, Clark and Akerman (2006) found a correlation between "having fewer books at home and less access to newspapers and magazines" and being eligible for school meals (FSM). FSM students were less likely to have a home computer or a desk of their own.

Pay additionally acts in a roundabout way to upset the instructive possibilities of youngsters who difficulty, for instance by affecting the type of the local environment that households can tolerate living in their home.

Hardship likewise applies a circuitous impact on kids' results by means of the effect that it has on nurturing practices and stress for instance, Feinsten et al (2004) depicted the cycle by which low pay makes financial difficulty for families, which thusly adversely affects guardians prosperity, prompting less warm and steady nurturing (that is, being less inclined to collaborate with, associate with and show their youngsters). This can prompt issues with kids' personal turn of events, confidence and instructive accomplishment. But Cohen (2000) contended that youngsters from lower financial gatherings have an alternate collection of pre-numeracy abilities and properties for realizing, which are less appropriate for the homeroom than those of the kids from higher financial gatherings.

The problem of poor academic performance has been a recurring decimal in Rivers State. So many researchers have been carried out to find a lasting solution to the problem, but it still persists. Therefore, this research has to find out whether income deprivation is one of the causes of unfortunate scholarly execution of optional school understudies in Waterways State. The indicators used to quantify academic success determine how academic performance is defined. There are several indices of academic achievement, however some are quite generic, such declarative and procedural information gained during schooling. Education accomplishment tests and cumulative indicators of academic success tests, including educational awards and certificates, are more curriculum-based criteria than grades or performances. All criteria share the fact that they all refer to intellectual endeavors and hence, more or less, reflect a person's intellectual aptitude. Academic achievement is a significant factor in each person's life in industrialized cultures. Standardized tests created for recruitment purposes, such as the SAT, or the GPA (Grade Point Average) are used to judge school achievement (Scholastic Assessment Test), which decide if a student will get the opportunities to keep their study (for example, to attend a university). Therefore, a student's academic performance determines whether they may enroll in higher education and, depending on the educational degrees they get, their career path. Academic achievement is crucial for a nation's wealth and the welfare of its future generations, in addition to its value for the person.

There have been public outcries among parents, teachers, educational administrators and the general public concerning the dwindling performance of Nigerian secondary school students in recent time. The released results by the "National Examination Council (NECO) and West African Examination Council (WAEC)" indicate that in 2013/2014 examinations, 31-28% of students passed the examinations since they were able to get at least 5 credits in some subjects such as English Language and mathematics. There was a little fall in the achievement of applicants when comparing to the 2012/2013 May/June WAEC result, as 31-81% was registered in 2012 and 36.57% in 2013. (Ameh, 2014). One wonders if financial inequality is one of the factors contributing to secondary school pupils in Rivers State's subpar academic performance.

Statement of Problem

The issue of dwindling performance of secondary school students in Rivers State has been of great concern to stakeholders. Despite several measures put in place by the Rivers State Government to curb the problem continues to be a menace in the state. Several researches have been carried out to bring a lasting solution to the problem, yet the problem persists.

Dunne and Gazeley (2008) conducted a study on the impact of gender and socioeconomic position on the academic performance of Lucknow city's higher school pupils. They discovered that pupils in higher secondary schools (Standard XI level) do not differ academically based on gender.

According to Battle and Lewis (2002), a person's education has a significant impact on their prospects for success in life, level of income, and general well-being. The academic performance of senior secondary school kids is not affected by other aspects of socioeconomic deprivation, such as the educational attainment, employment position, or economic standing of parents. The researcher wants to fill this gap in knowledge.

Purpose of the Study

This study sought to find out the prediction of income deprivation on academic performance of secondary school students in Rivers State. Specifically, the study sought to do the following;

1. To find out the prediction of parent's educational level on academic performance of senior secondary students in English language.
2. To find out the prediction of parents educational level on academic performance of senior secondary school students in mathematics.
3. To find out the prediction of parents occupational level on academic performance of senior secondary school students in English language.
4. To find out the prediction of parents occupational level on academic performance of senior secondary school students in Mathematics.

Research Questions

1. What is the prediction of parents' educational level on academic performance of senior secondary school students in English language?
2. What is the prediction of parent's educational level in academic performance of senior secondary school students in mathematics?
3. What is the prediction of parent's occupational level on academic performance of senior secondary school students in English language?
4. What is the prediction of parent's occupational level on academic performance of senior secondary school students in mathematics?

Hypotheses

The following null hypotheses tested at 0.05 level of significance were used for the study.

1. There is no significant prediction of parents' educational level on academic performance of senior secondary school students in English language.
2. There is no significant prediction of educational level on academic performance of students in mathematics.
3. There is no significant prediction of parent's occupational level on academic performance of senior secondary school students in English Language.
4. There is no significant prediction of parent's occupational level on academic performance of senior secondary school students in mathematics.

Literature Review

The standard of living in homes and the areas where families can afford to live, for example, have an impact on the educational opportunities for children who face hardship. For instance, Feinsten et al. (2004) discuss the evidence showing how poverty causes families to experience financial stress, which in turn has a detrimental impact on parents' well enough and results in less affectionate and sympathetic parenting. Children's emotional growth, self-esteem, and academic success may suffer as a result.

Udida, Ukwayi, and Ogodo (2012) performed a study on "the impact of parental socioeconomic status on pupils' academic achievement at a few chosen secondary schools in the Calabar municipality of Cross River State." 114 pupils were chosen using stratified random sampling from five public schools, and a questionnaire was utilized to gather the data. Additionally, information on students' academic achievement was gathered from those taking four chosen courses. The analysis of the data showed that parental socioeconomic status greatly affected academic performance (P .05), with students with better jobs and higher levels of education as well as access to more educational and cultural assets at home performing better than their peers who did not have these advantages. The primary predictive factor impacting students' academic success, according to the study, is their parents' work.

Asikihia (2010) noted in a different study that students' academic achievement is influenced by their family's educational background and socioeconomic status. These factors are combined because they are linked, and one could legitimately argue that since they are allowed to marry, they shouldn't get a divorce. In his opinion, variables like employment, wealth, and education might be used to more objectively determine social class or rank. Education and employment have a high correlation with wealth, hence these variables are frequently taken into account when calculating income.

Theoretical Review

The theory upon which this work is anchored is the 'The first empirical studies of poverty are where the minority group hypothesis first appeared. It is a word that may be used to describe efforts made in those research to pinpoint the traits of particular groups of the poor. For instance, Rowntree (1908) said that he did not intend to explore the root causes of poverty in his early writing. To try this would be to bring up the entire societal issue. Instead, he provided the following list of the direct causes of primary poverty (or income insufficient to purchase the bare necessities for the preservation of purely physical efficiency):

1. The major wage-earner passed away
2. Incapacity of the primary wage earner due to an injury, disease, or aging
3. The main salary earner is unemployed
4. Consistent work irregularity
5. The pay is too low

Rowntree (1908) People who are most at danger of falling into poverty are often children, young married couples with children, and the elderly. On the other hand, connections were made between these groups and the scope and requirements for employment system affiliation, the system of difference wages and the source materials of its support in institutions and values.

The Rowntree (1908) theory of income was employed for this study because it assumed workers were paid at levels below what was necessary to maintain purely physical efficiency. Ranging from death of Chief Wage Earner to lowness of wage; which could be attributes of income deprivation used in this study.

Conceptual Framework

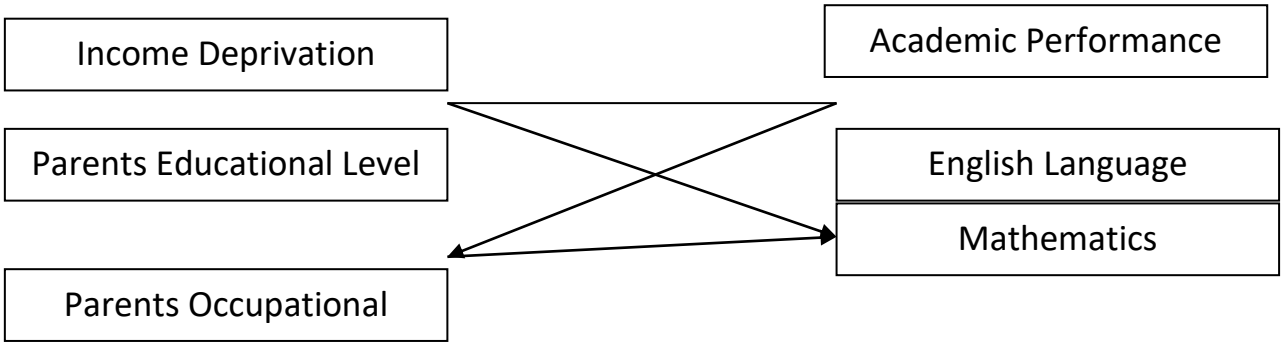

Fig 1.1: Showing Conceptual Framework of income deprivation and academic performance of students

Source: Researchers' Conceptualization

Income Deprivation Questionnaire

Parents Educational Level	**SA**	**A**	**SD**	**D**
My parents are graduates				
My parents are secondary school certificate holders				
My parents are illiterates				

Parents Occupational Level				
My parents are civil servants				
My parents are traders				
My parents are farmers				

METHODOLOGY

Procedure in which the research was carried out include the following; research design, population of the study, sample and sampling technique, instrumentation, data analysis.

Research design

Correlational survey design was chosen as the method of investigation for this study. According to Isangedighi, Joshua, Asim, and Ekuri (2004), the purpose of survey study design is to gather data that may be used to precisely and impartially explain current events. For the investigation, the survey design technique was selected.

Population of the study

The population of the study consists all the seventy-one thousand and ninety-eight (71,098) senior secondary school II students in the twenty-three (23) Local Government Areas that made up the three educational zones; (south west, south East and East) of Rivers State out of which thirty-five thousand, seven hundred and six one (35,761) were males and thirty-five thousand three hundred and thirty-seven (35,337) were females.

Sample

The sample consists three hundred and eighty-two (382) senior secondary school II students randomly selected from seventy-one thousand and ninety-eight (71,098) selected schools out of which one hundred and ninety-one (191) were males and one hundred and ninety-one (191) were females. The sample was drawn using Krejcie and Morgan Sample Determination Size Table.

Instrumentation

Instrument for data collection for this study was a questionnaire measuring income deprivation of senior secondary school students in Rivers State. The instrument was titled **"Income Deprivation Questionnaire (IDQ)".** Part A and Part B of the instrument were separated from one another. Part A asks for personal information like class and age. Part B on the other hand sought information on income deprivation such as parent education and parent's occupational level.

To measure student's academic performance, secondary data was obtained through students score in word processing, typewriting and short hand.

Reliability of the instrument

Using the test-retest procedure, the instrument's dependability was assessed. The researcher randomly selected sixty (60) students from the department of Office and Information Management who were not part of the study. To carry out the reliability test, Cronbach Alpha reliability was used to test the coefficient level which yielded a coefficient level of 0.86 level of significance.

Section A

Demographic data

Name of school: _____

Gender: Male () Female ()

Location: Urban () Rural ()

Age: 12-15 years () 16-19 years (), 20 years and above ()

Section B

Income Deprivation Questionnaire

Parents Educational Level	SA	A	SD	D
My parents are graduates				
My parents are secondary school certificate holders				
My parents are illiterate				
Parents occupational level				
My parents are civil servants				
My parents are traders				
My parents are farmers				
Parents socio-economic level				

RESULTS AND DISCUSSION OF FINDINGS

Research Question one: What effect does parents' education level have on their children's academic achievement in English-language senior secondary school?

Table 1: Summary of Mean and standard deviation on the prediction of parents' educational level on academic performance of senior secondary school students in English language

Parent' Educational Level	N	Mean	SD
FSLC	55	47.34	12.67
SSCE	102	53.67	13.09
OND/NCE	82	46.81	9.88
HND/First Degree	99	52.33	10.34
PGD/Master's/PhD	44	54.32	11.17

Subject: English Language

The table above shows the prediction of parents' educational level on academic performance of senior secondary school students in English language. The table revealed that students whose parents were PGD/Masters'/PhD holders performed highest in English Language (Mean=54.32, SD=11.17), followed by students whose parents were SSCE holders (Mean=53.67, SD=13.09) while students whose parents were holders of OND/NCE (Mean=47.34, SD=12.67).

Research Question two: What is the prediction of parent's educational level in academic performance of senior secondary school students in mathematics?

Table 2: Summary of Mean and standard deviation on the prediction of parents' educational level on academic performance of senior secondary school students in mathematics

Parent' Educational Level	N	Mean	SD
FSLC	55	52.04	10.14
SSCE	102	42.81	9.16
OND/NCE	82	51.87	10.66
HND/First Degree	99	49.73	9.28
PGD/Master's/PhD	44	45.34	9.31

Subject: Mathematics

The table above shows the prediction of parents' educational level on academic performance of senior secondary school students in Mathematics. The table revealed that students whose parents were holders of FSLC scores highest in Mathematics (Mean=52.04, SD=10.14), followed by students whose parent were OND/NCE (Mean=51.87, SD=10.66) while students whose parents were holders of SSCE performed least (Mean=42.81, SD=9.16).

Research Question three: What is the prediction of parent's occupational level on academic performance of senior secondary school students in English language?

Table 3: Summary of Mean and standard deviation on the prediction of parents' occupation level on academic performance of senior secondary school students in English Language

Parent' Occupation Level	N	Mean	SD
Civil Servant	96	46.85	9.99
Business/Self-Employment	111	53.44	10.09
Private Company	83	48.19	12.48
Others	92	44.75	10.16

Subject: English Language

The table above shows the prediction of parents' occupation level on academic performance of senior secondary school students in English Language. The table further revealed that students whose parent were into business/self-employed performed highest in English Language (Mean=53.44, SD=10.09), followed by students whose parents' occupation is private company work (Mean=48.19, SD=12.48) while students whose parents' occupation were others (Mean=44.75, SD=10.16).

Research Question four: What is the prediction of parent's occupational level on academic performance of senior secondary school students in mathematics?

Table 3: Summary of Mean and standard deviation on the prediction of parents' occupation level on academic performance of senior secondary school students in mathematics

Parent' Occupation Level	N	Mean	SD
Civil Servant	96	47.21	9.99
Business/Self-Employment	111	50.77	8.09
Private Company	83	46.53	13.48
Others	92	49.12	8.16

Subject: Mathematics

The table above shows the prediction of parents' occupation level on academic performance of senior secondary school students in Mathematics. The table further revealed that students whose parent were into business/self-employed performed highest in Mathematics (Mean=50.77, SD=8.09), followed by students whose parents' occupation were others (Mean=49.12, SD=8) while students whose parents' occupation private company (Mean=44.75, SD=10.16).

Testing of Hypotheses

H_{01}: There is no significant prediction of parents' educational level on academic performance of senior secondary school students in English language.

Table 4.5: Summary of ANOVA on the prediction of parents' educational level on academic performance of senior secondary school students in English language

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3459.368	4	864.842	.481	.450
Within Groups	678348.200	377	1799.332		
Total	357.567	381			

The result showed that there is no significant prediction of parents' educational level on academic performance of senior secondary school students in English language (F4,377 =0.481) at 0.05 level of significance.

H_{02}: There is no significant prediction of educational level in academic performance of students in mathematics.

Table 4.6: Summary of ANOVA on the prediction of parents' educational level on academic performance of senior secondary school students in Mathematics

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4320.526	4	1080.132	3.623	.109
Within Groups	112383.595	377	298.0997		
Total	404.121	381			

The result showed that there is no significant prediction of parents' educational level on academic performance of senior secondary school students in Mathematics (F4,377 =3.623) at 0.05 level of significance.

H_{03}: There is no significant prediction of parent's occupational level on academic performance of senior secondary school students in English Language.

Table 4.7: Summary of ANOVA on the prediction of parents' occupational level on academic performance of senior secondary school students in English Language

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	33.017	3	11.005	.117	.321
Within Groups	35443.074	378	93.764		
Total	476.091	381			

The result showed that there is no significant prediction of parents' occupation level on academic performance of senior secondary school students in English language (F3,378 =0.117) at 0.05 level of significance.

H_{04}: There is no significant prediction of parent's occupational level on academic performance of senior secondary school students in mathematics.

Table 4.8: Summary of ANOVA on the prediction of parents' occupational level on academic performance of senior secondary school students in Mathematics

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2273.752	3	757.917	2.908	.137
Within Groups	98503.477	378	260.591		
Total	507.229	381			

The result showed that there is no significant prediction of parents' occupation level on academic performance of senior secondary school students in Mathematics (F3,378 =2.908) at 0.05 level of significance.

Summary of Findings

1. Students whose parents were PGD/Masters'/PhD holders performed better in English Language, followed by students whose parents were SSCE holders while students whose parents were holders of OND/NCE.
2. Students whose parents were holders of FSLC scores highest in Mathematics, followed by students whose parent were OND/NCE while students whose parents were holders of SSCE performed least.
3. Students whose parent were into business/self-employed performed better in English Language, followed by students whose parents' occupation is private company work while students whose parents' occupation were others.
4. Students whose parent were into business/self-employed performed highest in Mathematics, followed by students whose parents' occupation were others while students whose parents' occupation private company.
5. There is no significant prediction of parents' educational level on academic performance of senior secondary school students in English language.
6. There is no significant prediction of educational level in academic performance of students in mathematics.
7. There is no significant prediction of parent's occupational level on academic performance of senior secondary school students in English Language.
8. There is no significant prediction of parent's occupational level on academic performance of senior secondary school students in mathematics.

DISCUSSION OF FINDINGS

The first objective of the study found that students whose parents were PGD/Masters'/PhD holders performed better in English Language, followed by students whose parents were SSCE holders while students whose parents were holders of OND/NCE. However, the hypothesis of it indicated that the educational level of parents does not significantly affect the academic achievement of senior secondary school pupils in the English language. Meaning that, the performance mean scores of the students are the same. That is parents' level of education does not necessarily predict students' academic performance in English Language. The study also found that students whose parents were holders of FSLC scores highest in Mathematics, followed by students whose parent were OND/NCE while students whose parents were holders of SSCE performed least. However, the hypothesis of it showed that there is no significant correlation between educational level and pupils' academic mathematics performance. Meaning that, the performance mean scores of the students are the same. That is parents' level of education does not necessarily predict students' academic performance in Mathematics. Contrary to the finding of the study, Asikihia (2010) the fact that family money and educational background have an impact on kids' academic performance has been recognized. These two factors are combined since they are connected, and one may argue that since they are married, they shouldn't seek a divorce.

The third objective of the study revealed that students whose parent were into business/self-employed performed better in English Language, followed by students whose parents' occupation is private company work while students whose parents' occupation were others. However, the corresponded hypothesis showed that there is no significant prediction of parent's occupational level on academic performance of senior secondary school students in English Language. Implying that, parents' occupation does not necessarily predict students' academic performance in English Language. Similarly, the study disagreed with Udida, Ukwayi and Ogodo (2012) who found that the primary predictive predictor of parental profession has an impact on kids' academic achievement. Students whose parent were into business/self-employed performed highest in Mathematics, followed by students whose parents' occupation were others while students whose parents' occupation private company. However, the corresponded hypothesis showed that there is no conclusive relationship between senior secondary school pupils' academic achievement in

mathematics and their parent's profession level. Implying that, parents' occupation does not necessarily predict students' academic performance in Mathematics. Asikihia (2010) who believes that indicators like employment, money, and education might be used to better accurately determine social class or status.

CONCLUSION

This study concludes that income deprivation variables (parents' level of education and occupation) have little impact on a student's academic achievement. That is, level of education and occupation is not predicative variables of students' academic performance in both English Language and Mathematics.

RECOMMENDATIONS

Based on the results of the study, the researcher recommends that:

1. Parents should encourage their children education despite their level of education.
2. Students should be motivated intrinsically towards their education and not to rely on their parents occupation, income and wealth.

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