

## Students' parental socio-economic status, parenting styles and academic performance of secondary school students in Ojo local government area, Lagos state

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### Abstract

The development of any nation, hinges on the quality of education her citizens acquire. The home is the first point of contact of an individual's learning. Some societal factors such as lack or inefficiency of safety, residential location and poverty alienation policies have conferred a sense of inequality among the citizenry. This study focused on the relation between parental socio-economic status, parenting styles and academic performance of secondary school students in Ojo Local Government Area, Lagos State. Three research questions guided the study. The researcher adopted a descriptive survey research. Adopting a multistage sampling technique, 460 students were selected for the study. A self-developed research instrument tagged "Parental Socio-Economic Status and Parenting Styles Questionnaire (PSPSQ)" with a reliability index of 0.85 was used to collect data. The data collected were analyzed using one-way ANOVA and regression at 0.05 significant level. Findings showed that there was no significant difference in the academic performance of secondary school students in Biology on the basis of their parenting styles. Also, there was significant composite contribution of parental socio-economic status and parenting styles on the students' academic performance. Socio-economic status was a significant predictor variable of students' academic performance ( $p < 0.05$ ), while parenting style was not a significant predictor variable ( $p > 0.05$ ). Socio-economic status was a better predictor variable than parenting styles of students' academic performance.

**Keywords:** Parental socio-economic status, parenting styles, and academic performance

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## Introduction

Education is a process of the wholistic development of an individual being. The wholistic development of a person involves the building of the individual cognitively, affectively and in the psychomotor domain. Such development is usually done through the learning the individual receives from homes, one's immediate community, religious organisations such as churches, mosques and traditional worshiping places, as well as in schools. The importance of education cannot be overemphasized because it is the best legacy parents or guardians and a nation in general can give to her citizens. According to Yusuf and Al-Banawi (2013) much premium should be placed on education because it is seen as a key investment in contemporary economies. In the same thrust, Asiru (2014), Dagbo (2014) and Olayanju (2014) perceived education as a process of human capacity building and skills acquisition as well as a catalyst to societal and national development. Conclusively, the development of any nation depends largely on the quality of education of her Citizens. This thus, implies that equity and quality education and education for all as entrenched in the Sustainable Development Goals should be strictly adhered to.

The development of any nation, hinges on the quality of education, her citizens acquire. Some societal factors such as lack or inefficiency of safety, residential location and poverty alienation policies have

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conferred a sense of inequality among the citizenry. Such factors also imposed educational inequality on the learners. For instance, many school age learners who dwell in remote locations are perhaps excluded from educational opportunities as a result of their residential locations limiting them to equity and quality education. Since, it has been argued that education is a key investment to modern economies, individuals' geographical location would confer on them inequalities on the general well-being of a nation's citizens. Some indices of citizens' development include family background, ethnicity, socio-economic status, peer influence, societal needs and values. The focal point in the Sustainable Development Goals is education for all, which serves a driving force towards achieving equal access to quality education, irrespective of learners' ethnicity, geographical locations and socio-economic status. However, achieving equal opportunity to quality education appears to be cumbersome due to disparities in households economic will-power.

Prior to the Covid-19 pandemic, Nigerian National Bureau of Statistics (NBS) reported that around 4 in 10 Nigerians were living in poverty. Precisely, about 39.1% of Nigerians were living below the international poverty line of \$1.90 per person per day. Poverty refers to the inadequacy of common human needs, lack of access to education and employment opportunities that determine the quality of life of individuals. Inaccessibility to equity and quality education increases the probability of impoverishment being perpetuated and transmitted from one generation to another. According to UNDP (2013), the chances are high that an individual who lives in an impoverished households in which the breadwinner has none or only primary education, will experience a high risk of non-attendance or drop-out of school early.

The quality of life in family background of households may determine the economic will-power or socio-economic status of such households. Households' socio-economic status could affect a child's perception of life which may consequently affect the child's academic achievement. According to Muzaza, Darusalam & Ismail (2017), socioeconomic status refers to a child's individual position with in a hierarchical social structure based in their parents' occupation, education, income, wealth, and place of residence. It is worthy of note that parental's socio-economic status could have impact on learners' academic performance. Emmon (2005) & Jeynes (2002) aver that socio-economic status affects students' learning outcomes. According to Ewijk and Slegers (2011), high parental socio-economic status had significant impact on their children's learning outcomes; whereas in Turney and Kao (2009)'s view, parents of low parental socio-economic status were less likely to be involved in their children's education.

Academic performance is the measure of learners' level of attainment of educational goals stated in behavioural terms. Academic performance is depended on diversified factors ranging from family structure or background which include parental socio-economic status, learners' study habits, interest in schooling, parenting styles on one hand and school factors such as school plants, quality of teaching, to conducive learning environment. One of the organs of education is the family. However, the society is losing the grip of a family life because of the challenges of social commitments. Obiunu (2018) contended that due to challenges of work, parents find difficult to stay close to monitor their children's welfare, particularly their education. Consequently, schools find difficult to inform parents of their children's academic progress in schools, thereby failing in their parenting roles.

Perhaps, among the roles parents play at homes is the act of parenting, which impacts on their children's development. Osarenren (2011) described parenting as a gateway to social development. A child's wholistic development and personality portrays the kind of upbringing, the child acquires from home (Sopekan, 2014). For instance, often times, children from low socio-economic background have poor academic achievement due to varying family challenges. The type of parenting style adopted by parents in rearing their children might have effect on their academic performance. Parenting styles could be described as a set or system of behaviours which describe the interactions between parents and children over a wide range of situations. Obiunu (2018) citing Baumrind (1991) identified three types of parenting styles to include authoritarian, authoritative and permissive. In authoritarian parenting style, parents are conservative and would always want their children to conform and abide strictly by the norms or rules as being laid down. Children from such homes usually develop low-esteem and may not be socially active. In this type of parenting style, children are not shown any form of affection. Parents do not show concern for the feelings of their children. Academic performance of children from such homes would appear to be good due to the high academic expectations of their parents.

The next parenting style is the permissive parents. In permissive parents believe in autonomy of their children and they respond rapidly to their children's desires in an acceptable and affective manner. Permissive parenting style is characterized by affirmative, accepting and benign manner that frees children from restraint. According to Odebowale (2019), children in these homes like children in authoritarian

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homes, display some negative developmental outcomes and express high levels of self-confidence, but are prone to drug abuse, delinquency and lack of interest in school during adolescence. Children from permissive parenting homes may display poor academic performance. However, in authoritative parenting style which is also referred to as democratic parenting style, parents according to Obiunu (2018), show concern for their children's feelings and even instruct them on how to understand their own feelings. Parents encourage their children to be independent problem solvers. Children from authoritative parenting style are most likely to display good academic performance in school.

Studies have shown that parenting styles influence students' academic performance. Baldwin, Mcntyre, and Hardaway, (2007) reported in their study that there was a strong relationship between parenting styles and learners' academic performance. A significant relationship existed between authoritarian parenting style and academic performance (Zahedani, Rezaee, Nabeiei and Yazdani, 2016); but no significant relationship between parenting styles and reading achievements of learners, (Fakeye, 2008).

Socio-economic status and parenting styles as part of family factors could impact on learners' academic performance. Family level of income, education, occupation, level of involvement in school activities and household resources are perhaps the indices of socio-economic status. Differences in parenting styles have been linked to socio-economic status. Goodman and Gregg (2010) as cited in Muzaza, Darusalam and Ismail (2017), observed that parents with low socio-economic status was associated with parenting strategies such as hostility and non-involvement in children's learning. What this means is that parents with varying socio-economic strata may be linked to different parenting styles. Nyarko, (2018) reported in his study a positive and significant relationship between parents with authoritarian parenting style and academic performance of learners. There are dearths in literature on the relationship between SES and parenting styles. This study therefore focused on the relationship between parental socio-economic status and academic performance of senior secondary school students in Ojo Local Government.

## Method

The study adopted a descriptive survey research design. The population of the study consisted of all the students in public secondary schools in Lagos State. Multi-stage sampling technique was adopted in the selection exercise. All the schools in the state were clustered into six Education Districts from which two Education Districts were selected using simple random sampling technique. Four schools were selected from each of the two education districts by simple random sampling. Four hundred and sixty senior secondary students were purposively selected. Any senior secondary student in the science class offering Biology as a subject.

Data were collected using an instrument titled "Parental Socio-Economic Status and Parenting Styles Questionnaire (PSPSQ)" and biology scores in the immediate past term obtained from the subject teachers. PSPSQ was developed by the researcher. PSPSQ had two sections – sections A and B. Section A consists of demographic items such as students' age, gender; and items on SES like parents' educational qualification, occupation, ownership of residence, possession of household gadgets, among others. Section B consists of items that focused on parenting styles such as my parents insist that the children must do their wish, my parents are sensitive about feeling expressed by the children, my parents assist the children with their school work every day, my parents employ a lesson teacher because of their tight schedule, my parents are in total control of the children's life, give order, instruction which must be obeyed, among others.

The validation of the developed instrument was carried out with the assistance of seven raters and experts in measurement and evaluation who rated the items. Items adjudged good were retained, some were modified while the poor ones were discarded. The final form of the instrument was administered on a sample of 50 students from a school that was not included in the study sample. The reliability of the instrument was established adopting Cronbach Alpha which yielded a reliability index of 0.85. The validated instrument was administered on a sample of 460 students, but only 452 copies were valid. The data collected were analysed employing descriptive statistics of means and inferential statistics of one-way ANOVA, and regression analysis.

## Results and Discussion

The performance of students on the basis of their parental socio-economic status in senior secondary schools

**Table 1 <Performance of Students on the Basis of their Parental Socio-Economic Status in Senior Secondary Schools>**

Socio-economic status	N	Mean	Std. Deviation
Lower class	146	22.03	2.561
Middle class	244	31.87	3.696
Upper class	62	26.40	0.495
Total	452	27.94	5.429

Table 1a showed that students from the middle class had the best performance with a mean score of 31.87 and a standard deviation of 3.696; followed by those from high class homes with a mean score of 26.40 and a standard deviation of 0.495 in their Biology achievement test. However, the students from lower class homes had the least mean score of 22.03 and a standard deviation of 2.561.

**The academic performance of Biology students on the basis of parental socio-economic status.**

In addressing the null hypothesis, the data gathered were analyzed and summarized as indicated in Table 1b.

**Table 2 <One-Way Between-Subjects Analysis of Variance (ANOVA) of Parental Socio-Economic Status on Students' Academic Performance>**

Tests	SS	df	MS	F	Sig.
Between Groups	9004.953	2	4502.477	471.727	.000
Within Groups	4285.551	449	9.545		
Total	13290.504	451			

The Analysis of Variance (ANOVA) in Table 1b revealed that the difference between parental socio-economic status and students' academic performance was statistically significant,  $F_{(2, 449)} = 471, p = .000$ . This implies that there were differences between parental socio-economic status and students' academic performance of senior secondary schools in Lagos State. In order to find out the sources of the differences, a Bonferroni Post-Hoc test was performed as indicated in Table 1c.

**Table 3 <Bonferroni Post Hoc Test Showing the Multiple Comparisons of the Variables>**

(I) Socio-economic status	(J) Socio-economic status	Mean Diff (I-J)	Std. Error	Sig.
Middle class	Lower class	9.83461*	.32325	.000
	Upper class	5.46563*	.43939	.000
Upper class	Lower class	4.36898*	.46832	.000

Table 1c showed that there were significant differences between the students from lower and middle class ( $p = 0.000$ ); between the students from lower and upper class ( $p = 0.00$ ) and between the students from middle and upper class ( $p = 0.000$ ) with mean differences of 9.83; 4.37 and 5.47. respectively.

**The performance of students on the basis of their parenting styles in senior secondary schools**

**Table 4 <Performance of Students on the Basis of their Parenting Styles in Senior Secondary Schools>**

Parenting style	N	Mean	Std. Deviation
Authoritarian	140	27.42	5.587
Authoritative	152	28.81	5.295
Permissive	62	28.27	5.058
Neglectful	98	27.13	5.501
Total	452	27.94	5.429

Table 2a showed that students from the authoritative homes had the best performance with a mean score of 28.81 and a standard deviation of 5.295. Students from permissive; authoritarian and neglectful homes had mean scores of 28.27; 27.42 and 27.13, respectively.

#### The academic performance of secondary school students in Biology on the basis of their parenting styles.

In addressing the null hypothesis, the data gathered were analyzed and summarized as indicated in Table 4.

**Table 4 <One-Way Between-Subjects Analysis of Variance (ANOVA) of Parenting Styles on Students' Academic Performance>**

Tests	SS	df	MS	F	Sig.
Between Groups	223.287	3	74.429	2.552	0.055
Within Groups	13067.217	448	29.168		
Total	13290.504	451			

There was no significant difference in the academic performance of secondary school students in Biology on the basis of their parenting styles,  $F(3, 448) = 2.552$ ;  $p = 0.055$ . Therefore, the null hypothesis which states that there is no significant difference in the academic performance of secondary school students in Biology on the basis of their parenting styles was rejected. This implies that parenting styles did not have impact on students' academic performance.

#### The contribution of parental socio-economic status and parenting styles to students' academic performance

In order to test this null hypothesis, the data collected from the field were analyzed adopting regression analysis as indicated in Table 4.

**Table 5 <Composite Contribution of Parental Socio-Economic Status and Parenting Styles to Students' Academic Performance>**

Tests	Sum of Squares	df	Mean Square	F	Sig.
Regression	3061.579	2	1530.789	67.194	.000 <sup>b</sup>
Residual	10228.926	449	22.782		
Total	13290.504	451			

$R = 0.480^a$   $R^2 = 0.230$   $Adj R^2 = 0.227$

Table 4a showed that there was significant composite contribution of parental socio-economic status and parenting styles on the students' academic performance ( $F(2, 449) = 67.194$ ;  $p < 0.05$ ). Therefore, since the p-value of the F-ratio was significant, the null hypothesis which states that There is no significant composite contribution of parental socio-economic status and parenting styles on the students' academic performance was rejected. The composite contributions of parental socio-economic status and parenting styles on the students' academic performance accounted for 24.01% of the total variance in the model (Adjusted  $R^2 = 0.227$ ).

**Table 6 <Relative Contribution of Parental Socio-Economic Status and Parenting Styles on the Students' Academic Performance>**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	20.861	.812		25.690	.000
Socio-economic status	3.985	.344	.479	11.578	.000
Parenting style	-.066	.201	-.014	-.327	.744

a. Dependent Variable: Students' Performance

Table 4b revealed that socio-economic status was a significant predictor variable of students' academic performance ( $p < 0.05$ ), while parenting style was not a significant predictor variable ( $p > 0.05$ ). Socio-

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economic status was a better predictor variable ( $\beta = 3.985$ ;  $t = 11.578$ ;  $p = 0.000$ ) than parenting styles ( $\beta = -0.066$ ;  $t = -0.327$ ;  $p = 0.744$ ) of students' academic performance.

### Discussion

Findings in this study showed that students from the middle class had the best performance followed by those from high class homes and the students from lower class homes. However, the difference between parental socio-economic status and students' academic performance was statistically significant. This could be due to the level of involvement parents of high and middle SES give to their children's education compared to children from the lower SES homes. Egalite (2016) averred that better-educated parents are more likely to be involved in their children's learning. This finding is not in agreement with Ogunshola & Adewale (2012), who reported that there was no significant relationship between SES and academic performance of students.

Furthermore, SES was a significant predictor variable of students' academic performance. Parents with high and low SES could have provided their children the opportunities they needed to attain their parents' high standards. Children from economically disadvantaged homes could not have had necessary financial support required for them to attain expected academic. This finding is in consonance with the report of Heejung & Lau (2016) that level of SES was able to predict children's learning.

Meanwhile, students from the authoritative homes had the best performance than students from permissive; authoritarian and neglectful homes. This could be a reflection of the positive support parents with authoritative parenting style accord the learning of their children. The finding in this study agrees with Masud, Ramayah and Ahmad (2015); Borak and Kawer, Haque and Sharmin, (2016) who argued that authoritative parenting style is the most effective in enhancing learners' academic performance. Although, there was no significant difference in their academic performance of secondary school students in Biology on the basis of their parenting styles. This finding disagrees with the finding of Darko (2018), Zahedani, Rezaee, Nabeiei and Yazdani (2016) who reported that a significant impact on students' academic performance. However, parenting style was not a significant predictor variable of students' academic performance.

### Conclusion

The conclusion are students from the middle class had the best performance followed by those from high class homes and the students from lower class homes. SES was a significant predictor variable of students' academic performance. The students from the authoritative homes had the best performance than students from permissive; authoritarian and neglectful homes.

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