

**INFLUENCE OF PARENTS' SOCIO-ECONOMIC STATUS ON ACADEMIC
PERFORMANCE OF AGRICULTURAL
SCIENCE STUDENTS IN SECONDARY SCHOOLS
IN KANO STATE, NIGERIA**

BY

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DECLARATION

I declare that the work in this dissertation titled “Influence of Parents’ Socio-Economic Status on Academic Performance of Agricultural Science Students in Secondary Schools in Kano State, Nigeria” was carried out by me in the Department of Vocational and Technical Education. The information derived from the literature has been acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other institution.

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Date

CERTIFICATION

This Dissertation titled INFLUENCE OF PARENTS' SOCIO-ECONOMIC STATUS ON ACADEMIC PERFORMANCE OF AGRICULTURAL SCIENCE STUDENTS IN SECONDARY SCHOOLS IN KANO STATE, NIGERIA, by Aderemi Alaba AMBALI meets the regulation governing the award of Master of Science, Agricultural Education Degree of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literacy presentation.

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DEDICATION

I dedicate this work to my entire family members, friends, colleagues and well-wishers.

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OPERATIONAL DEFINITION OF TERMS

For the purpose of this study, the following terms are defined.

1. Family: Unit comprising of husband, wife and children.
2. Family Size: Number of people in the family.
3. Educational Status: Social process in which one achieves social competence and individual growth, carried out in a selected, controlled setting which can be institutionalized as a school or college.
4. Occupational Status: Person's trade, vocation or main source of earning a living.
5. Academic performance: A Student's achievement, score within the class or his position relative to all those subjected to the same test.
6. Effects: The result or outcome of anything be it positive or negative.
7. Socio – Economic Status: Position of recognition which one finds himself in the society as measured by level of education, occupational status, income bracket and residential location.

LIST OF ABBREVIATION

1. ABU: Ahmadu Bello University.
2. GGSS: Government Girls Secondary School.
3. GSS: Government Secondary School.
4. NPE: National Policy on Education.
5. SES: Socio – Economic Status.
6. SSS: Senior Secondary School.

ABSTRACT

This study was undertaken to investigate the influence of parents' socio-economic status on academic performance of agricultural science students in secondary school in Kano State, Nigeria. The study had four objectives, with four research questions that guided the study. Four null hypotheses were formulated and tested at the probability 0.05 level of significance at relevant degree of freedom. Descriptive survey research design was used for the study. The population of the study was 9008 agricultural students and the sample size was 368 respondents. Random sampling technique was used in drawing the sample size. The reviewed literature provided content for academic performance of students. Data were collected using structured questionnaire which lasted for six weeks. Descriptive statistics (mean and standard deviation) was used to answer the research questions and independent t-test was used to test the null hypotheses at 0.05 level of significance. Findings among others revealed that there was significant influence of parent's level of education on the academic performance of students in agricultural science in secondary schools in Kano State, Nigeria. Based on the findings of this study, the researcher recommended amongst others that parents' should provide educational facilities to their wards to enhance the educational outcomes in agricultural science.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Agricultural science is a discipline that is concerned with the art and science of crop and animal husbandry to the benefit of man and his environment. It involves moving crop and animal products from production until that reach the final consumer. Rubentein (2003) sees agricultural science as a deliberate effort to modify a portion of the earth's surface through the cultivation of crops and raising of livestock for sustenance or economic gain. Rimando (2004) views agricultural science as the systematic raising of useful plants and livestock under the management of man. Agricultural science is therefore seen as the cultivation of soil for raising crops and livestock for producing plants and animals and the preparation of such products for man's use and their disposal through market outlet. Agricultural science also seeks to prepare and develop students' abilities to make a beginning in farming to be efficiently done.

The subject matter of agricultural science covers not only crops and livestock production but also areas relating to soil management, machinery operation, processing, marketing and storage of farm produce. The *National Policy on Education* (NPE, 2004) and the Universal Basic Education (UBE) Act of 2004 both provide for the study of agricultural science for 6 years of primary school and 3 years of junior secondary school. The major difference lies in the structure of the new curriculum of primary school and junior secondary school, which is to run for 9 years of continuous schooling. The study of Agricultural science was introduced into the secondary school curriculum in 1967. But with the commencement of 6-3-3-4 system of education in 1980s, agricultural

science was made a core subject both in the junior and senior secondary school curricula. However, the present nine years of continuous UBE schooling made agriculture an elective subject at the junior secondary level.

As contained in the curriculum, the broad objectives of agricultural science at secondary school level among other are to:

1. Stimulate and sustain students' interest in agriculture.
2. Enable students acquire basic knowledge and practical skills.
3. Enable students integrate knowledge with skills.
4. Prepare students for further studies in agricultural education.
5. Expose students to occupation in agriculture.
6. Prepare students for opportunities in the field of agriculture.

The responsibility of training a child always lies in the hand of the parents. Parents' socio-economic background can have effect on the academic performance of the child in school. Whatsoever that affects the development and environment of the child would possibly affect his/her education or disposition to it. Parents' status is one of such variables. When a woman's nutritional status improves, so too does the nutrition of her young children. Rothstein (2004) asserts that "parents of different occupational classes often have different styles of child rearing, different ways of disciplining and interacting with their children. These differences do not express themselves consistently as expected in the case of every family, rather they influence the average tendencies of families for different occupational classes.

In line with this assertion, socio-economic status according to Banks (1991) is an economic and sociological measure of a person's work experience and of an individual's

or family's economic and social position based on income, education, and occupation. Income as a factor of measuring socio-economic status emphasize on the income level or earning of an individual and how such income influence the social and economic life of his or her dependants. Education on the other hand describes the level of training and awareness of parents, whereby those with high quality education could have better job or occupation and earn good pay for service delivery. Occupation in the opinion of Falex (2003) is a broad term that encompasses employment sectors or the categories of jobs which an individual is undertaking to earn a living. Anonymous (2012) stated that occupation includes one's vocation or job or something that one undertakes to provide one's livelihood regularly. If parents take up good occupation, they can make a worthwhile living, in addition to having more interest in catering for their children's education. For instance, Eamon (2005), stated that children of highly educated mothers obtained higher test scores in schools than those with less education. Occupation has to do with what parents are doing to earn a living. Those parent that are well trained in some specific disciplines for instance medicine, laws or are even engaging in business transaction at formal level could have their socio- economic status enhanced. When analyzing a family's, socio-economic status (SES), the household income earners, education, and occupation are examined. Hill, Castelino, Lansford, Nowlin, Doge, Bates, and Pettit (2004) explained that these socio-economic factors /statuses of parents do not only affect the academic performance, but also make it possible for children from low background to compete well with their counterparts from high socio-economic background under the same academic environment. Fan (2008) opined that parents who are rich provide adequately for the physical and educational needs of their children. For

instance, children from such families have access to radio, newspapers and magazines, television, toys, libraries and other materials that stimulate learning. Moreover, Smith, Fagan and Ulvund (2002) asserted that significant predictor of intellectual performance at the age of 8 years included parents' SES. In the same vein, other researchers had posited that parents' socio-economic status could affect school children as to bring about flexibility to adjustment to the different school schedules. Guerin, Reinberg, Testu, Boulanguiez, Mechkouri, Touitou, (2001). In a previous local finding in Nigeria, Oni (2007) and Omoegun (2007) stated that there was significant difference between the rates of behavior in educational activities among students from high and low socio-economic statuses.

The health status of the children which could also be traceable to parents' socio-economic background can be another factor that can affect the academic performance of the students. Adewale (2002) reported that in a rural community where nutritional status is relatively low and health problems are prevalent, children academic performance are greatly hindered. Esu (2000) contends that poor diet can retard a child's growth or rate of development which may affect his or her academic achievement. This assertion is also buttressed on the nature of parents' socio-economic background. From the above views, one can conclude that socio-economic status and a host of other factors relating to home environment of students, such as educational background of parents, health status of students, parents' occupation and family size could have effects on academic performance.

Academic performance is the outcome of an educational process and the extent to which a student, teacher or institution has achieved educational goals. Academic

performance is commonly measured by examination or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important (Ward, 1996). Academic achievement can also be referred to as the level of attainment of performance obtained by a child from lessons taught which may include experiences, knowledge and skills. Gerda and Dennis (1980) explained that the child's good or poor performance does not depend on any attributes a child is born with, but is a complex response to his family, home environment and the overall climate of his school and its assessment procedures.

Academic performances of students are usually reflected by their academic achievement during test in their various subject areas through continuous assessment tests and examinations. The test scores are usually rated as below average, average and above average among students of agricultural science in secondary schools. The performance of the students sometimes is usually a reflection of the socio-economic background of their families whereby some are usually provided with all the learning materials, and some students will have some while others may not have at all.

In Kano State, agricultural science is being offered in secondary schools as a vocational subject. It is expected to provide the entry level competencies (knowledge and skills) for secondary school students to qualify them for higher programmes of studies at tertiary level of education or to enable them put the knowledge and skills acquired into practice as a means of earning a livelihood. However, the academic performance of agricultural science students in secondary schools in Kano State is still below expectation as evidenced in the results obtained from WAEC and NECO. It is on this basis that the

researcher investigated the influence of parents' socio-economic status on academic performance of agricultural science students in selected secondary schools in Kano State.

1.2 Statement of the Problem

Agricultural science has been playing a very vital role in the development of the nation as it has introduced agricultural consciousness in the minds of the youths towards the provision of food, employment and raw materials for the sustainability of the economy of the nation. Its inclusion in the NPE as a course of study right from primary to the university level may not be unconnected with these laudable roles it has to play in the development of the Nation. However, the study of agricultural science at Senior Secondary School level in Kano State is not encouraging as a result of the poor academic performance of students of agricultural science over the years. Students' performance in agricultural science in May/June WAEC 2013 and 2014 in the schools under investigation is very dismal and discouraging. Poor performance of the students is attributable to a number of factors such as teaching and learning environment, unavailability of instructional materials, poor emphasis on practical, inadequate teachers of agriculture as well as the general commitment of students toward the study of agricultural science. The researcher's interaction with some secondary school students revealed that some students complained of some basic necessities such as feeding, health problems, learning materials, unavailability of qualified agricultural science teachers and not having access to the laboratory as some of the challenges confronting their academic achievement in school. The researcher felt that the socio-economic background of the parents cannot be divorced from these apparent lacks of some basic needs such as

feeding, shelter and learning materials by the students. It is a known fact that no meaningful activities such as learning can actually take place among students that are lacking its basic needs such as food, shelter and learning materials. These can lead to discouragement, frustration and withdrawal of students from academic activities thereby affecting their overall academic performance. It is these observations from the interaction with some of the students that spurred the researcher's interest to carry out this study.

1.3 Objectives of the Study

The general objective of the study is to investigate the influence of parents' socio-economic status on the academic performance of agricultural science students in secondary schools in Kano State, Nigeria.

The specific objectives are to determine the influence of parents':

1. Educational level on the academic performance of secondary school students in agricultural science in Kano state.
2. Occupational status on the academic performance of secondary school students in agricultural science in Kano state. .
3. Income level on the academic performance of secondary school students in agricultural science in Kano state. .
4. Residential location on the academic performance of secondary school students in agricultural science in Kano state. .

1.4 Research Questions

The study sought to answer the following research questions.

1. How does parents' educational level influence the academic performance of secondary school students in agricultural science in Kano state?
2. What are the influences of parents' occupational status on the academic performance of secondary school students in agricultural science in Kano state?
3. How does parents' income level influence the academic performance of secondary school students in agricultural science in Kano state?
4. What are the influences of parents' residential location on the academic performance of secondary school students in agricultural science in Kano state?

1.5 Research Hypotheses

The following Null Hypotheses are formulated to be tested in the study:

1. There is no significant influence of parents' level of education on academic performance of secondary school students in agricultural science in Kano State.
2. There is no significant influence of parents' occupational status on academic performance of secondary school students in agricultural science in Kano State.
3. There is no significant influence of parents' level of income on academic performance of secondary school students in agricultural science in Kano State.
4. There is no significant influence of parents' residential status on academic performance of secondary school students in agricultural science in Kano State.

1.6 Significance of the Study

The results of this study could provide information that benefits to students, teachers, parents and governments. Particularly, the research work will expose the students to various influence of parents' socio-economic status on their academic performance.

It will also provide information to parents on the need for adequate parental care for the provision of schools needs such as books, feeding allowances and accommodation to their children. It will provide teachers with useful information to guide students towards enhancing their academic performance especially those with low economic status. It will also provide information to school Administrators on how to encourage students in developing good study habits that could improve their academic performance.

The findings of this study will provide information that will assist Government to identify areas where assistance is urgently needed towards enhancing parents' living conditions. The information provided by this study could serve as a spring board for future researchers in the area of the influence of parents' socio-economic status on academic performance of agricultural science students in secondary schools in Nigeria.

1.7 Basic Assumption of the Study

This study was based on the following assumptions that:

1. Parents' socio-economic status will have effects on the academic performance of students in Agricultural science.
2. High parents' educational background has effects on the academic performance of students in Agricultural science.

3. Students are involved in the study of Agricultural science in schools despite their parents' type of occupation.

1.8 Delimitation of the Study

The study was delimited to senior secondary school students offering agricultural science in Kano State. The study was also delimited to five secondary schools each from the three senatorial zones in Kano state. The reason for delimitation to these senior secondary schools is that, the researcher hoped that necessary data needed for this study could be obtained from them. Lastly, the study was delimited to SSS3 students in Kano state offering Agricultural Science. The outcome of the findings can be generalized to other senior secondary schools in Nigeria. Hence, the variables for be study include students' academic performance in Agricultural science as the dependent variable while the influence of the parents' socio-economic status (Educational level, Occupational status, Income level and Residential location) are the independent variable.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter is presented under the following sub-headings.

- 2.1 Theoretical Framework.
- 2.2 Conceptual Framework
- 2.3 Parents' educational level and academic performance of secondary school students in agricultural science.
- 2.4 Parents' occupational status and academic performance of secondary school students in agricultural science.
- 2.5 Parents' income level and academic performance of secondary school students in agricultural science.
- 2.6 Parents' residential location and academic performance of secondary school students in agricultural science.
- 2.7 Empirical Studies.
- 2.8 Summary of the Reviewed Literature.
- 2.1 **Theoretical Framework.**

The present study was guided by cause and effect theory. The cause and effect theory describes and analyzes how something happens, examines cause, describes effect or both. It links situations and events together in time, with cause preceding effect (Epp, 2004). Sometimes, many different causes may be responsible for one effect, and similarly, many different effects could be produced by a single cause. In this case, causes are often distinguished into two types: necessary and sufficient. If x is a necessary cause of y, then the presence of y necessarily implies the presence of x. The presence of x,

however, does not imply that y will occur. If x is a sufficient cause of y, then the presence of x necessarily implies the presence of y.

Cause and effect is established through intervention trial in which two or more groups undergo the same experience except for a single facet. The single facet in this study is socio-economic status of parents and the cause is the academic performance of students in agricultural science. This theory guides the study on how parent's statuses comprising of occupation, education levels, income and residence influence academic performance of students in agricultural science at the secondary school level. For instance, on the aspect of parents' economic status, income and occupation determine the ability of the parents to provide necessary facilities or materials that can help their children in making the learning of school subjects easy for the students. This involves the provision of basic needs such as feeding, shelter and textbooks. This theory therefore guides the researcher in examining the direct influence of parents' socio-economic status on the academic performance of students in secondary schools in Kano State.

2.2 Conceptual Framework

Conceptual framework in the opinion of Anyakoha (2009) is a schematic description and illustration of the causative mechanisms and relationship deducible from the research problems. The author explained that conceptual framework can be in the form of a diagrammatic representation of the testable argument of the research; it spells out the context and forms of relationship or interaction between phenomena as well as the process or flow associated with the interactions. In the opinion of Elsevier (2009), conceptual frame work is a group of concepts that are broadly defined and systemically organized to provide a focus, a rationale and a tool for the integration of information

usually expressed abstractly through words and models. The author explained that conceptual framework enables the researcher to find links between the existing literature and his research goals.

Conceptual frameworks in this study consist of rules that hold together the ideas, comprising a broad concept which are systematically arranged or organized to provide a focus for the study as illustrated below:

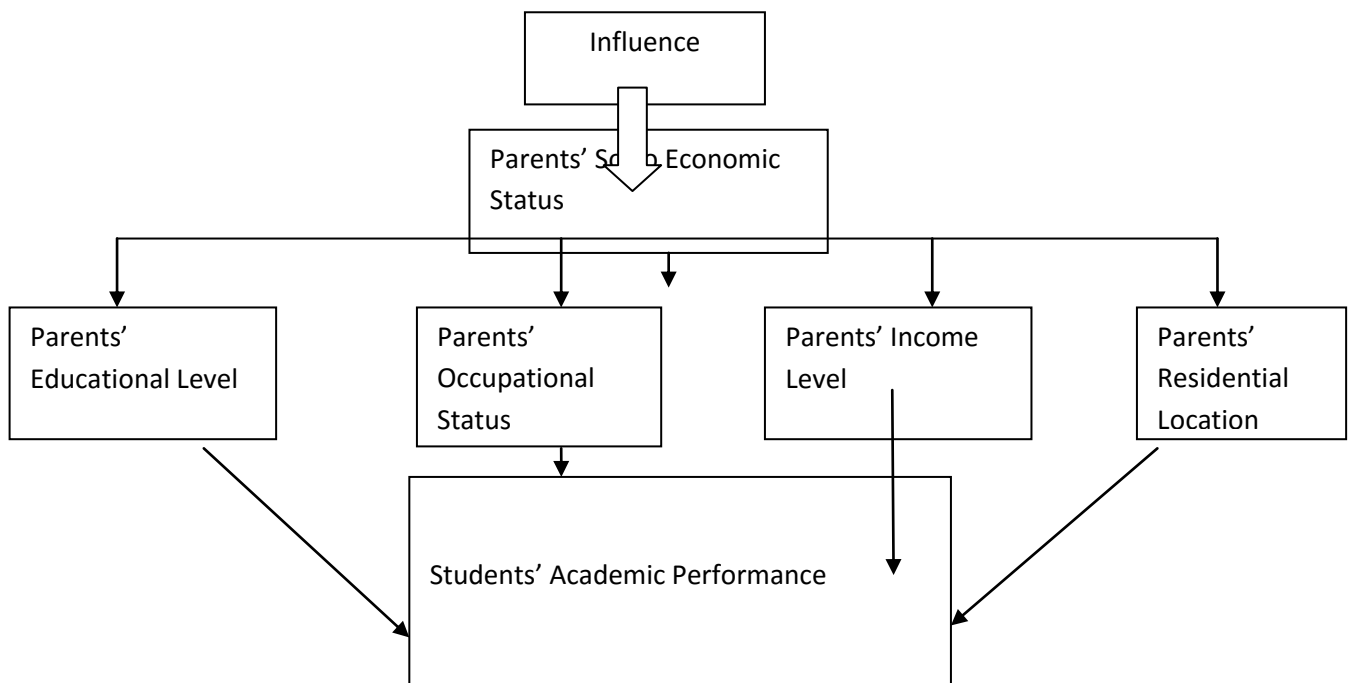


Fig. 1: A Schematic diagram showing influence of SES of parents on student’s academic performance.

The schema represented the study’s linked concepts on the influence of parents’ socio-economic status on students academic performance. The influence of parents on the socio-economic status of their family largely depends on their educational and economic strength. This is borne out of the type of education and training of the parents; this also goes a long way in determining the nature of their job or occupations as well as the

family size and accommodation. It is envisaged that highly educated parents tend to encourage their children more in the pursuit of education with the willingness to provide at all time their needs in school, including basic needs such as feeding, clothing, shelter among others, while those parents with low educational background may be interested in providing all the basic needs for their children but may give more priority to feeding, shelter and accommodation than education.

Figure I shows parents' socio-economic status as independent variables and envisaged it to have influence on the academic performance of students. It is a fact that families where the parents are privileged educationally, socially and economically promote a higher level of achievement among children. They also give higher level of psychological support to their children through enriched atmosphere that promotes and encourages the development of skills required for success at school. (Williams, 1987; Williams, Long, and Hayden, 1993). The socio-economic status of a child is usually determined by parents' educational level (Jeynes, 2002). Saifi and Muhmood (2011) stated that socio-economic status is a combined measure of economic status and position of an individual or family relative to others on the basis of income, education and occupation. For instance, according to Eamon (2005), children of highly educated mothers obtain higher test scores. However, Caldas and Bankston (1997), show that parents' educational background and occupational status have significant effect on academic performance of their children than family income alone. A number of studies have established that parents of higher socio-economic status are more engaged in their children's education as compared to the parents with lower socio-economic status and their greater parents' participation and involvement promote more positive attitudes

toward school, improves home work habits, reduces absenteeism and dropping out, and enhances academic achievement (Muller, 1993; James, 2002).

Parents' income is determined by parents' level of education and occupational status, and the ability of the parents to provide necessary facilities or materials that can help in making learning of school subjects easy for the students thereby enhancing the students' academic performance. This involves textbooks for English language, mathematics, agricultural science and other school subjects which will help the students to learn and have better understanding of agricultural science at secondary school level. Azikwe (2008) maintained that if the basic instructional materials are in short supply, little can students' achieve in their academic pursuit. This theory therefore relates to the idea which buttresses the early psychological finding on motivational theories which emphasizes that a child can only focus on his/her studies if other needs such as his or her physiological needs like feeding, clothing and shelter are met as represented in figure 1. This study will identify gap existing between parent socio economic status and academic performance of their wards and make appropriate recommendations that will enhance academic performance of their children in agricultural science in secondary schools in Kano State.

Influence of Parents' Educational Level on Academic Performance of Agricultural science students

Education is defined as the aggregate of all the process by which a child or young adult develops the abilities and other forms of behavior which are of positive value to the society in which he/she lives (Fafunwa, 1978). Education also plays a role in income. Income earnings increase with increase in level of education. Those with highest

degrees, professional and doctoral degrees, make the highest monthly earnings while those with a national diploma for instance earn less. Higher levels of education are associated with better economic and psychological outcomes (i.e. more income, more control, and greater social support and networking). Education plays a major role in skill sets for acquiring jobs, as well as specific qualities that stratify people with higher SES. Lareau (2003) speaks on the idea of concerted cultivation, where middle class parents take an active role in their children's education and development by using controlled organized activities and fostering a sense of entitlement through encouraged discussion. Lareau argues that families with lower income do not participate in this movement, causing their children to have a sense of constraint. A division in education attainment is thus born out of these two differences in child rearing. Low income families can have children who do not succeed to the levels of the middle income children who can have a greater sense of entitlement, be more argumentative, or better prepared for adult life (Lareau, 2003).

According to Chandra and Azimuddin (2013), SES of parents is one of the most important variables in determining the academic achievement of students. SES, as explained by Saifi and Mehmood (2011), is a combined measures of an individual's or families economic and social position relative to others, based on income, education and occupation. A family's SES 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 perception of the family). Parental involvement takes many forms including good parenting in the home, the provision of a secure and stable environment, intellectual stimulation, parent-child discussion, good models of

constructive social and educational values and high aspiration relating to personal fulfillment and good citizenship, contact with schools to share information participation in school events, participation in the work of the school. Abouchaas (2003) stated that parents with high SES often have more success in preparing their young children for school because they typically have access to a wide range of resources. Poor resources cannot promote and support children's development and school readiness. Parents may have inadequate skills for such activities as reading with their children, they may lack information about childhood immunizations, nutrition and inadequate resources can negatively affect families decisions regarding their young children's development and learning. As a result, children from families with low SES are less prepared than their peers from families with medium or high SES. Families with high SES often are able to provide their young children with high quality child care, books, and toys to encourage children in various learning activities at home (Memon, Joubish and Khurram, 2010, Okioga, 2013). Olayiwola, Salawu, Oyenuga, Oyekunle, Ayansola, Olajide and Agboluaje (2011) identified good parental background, adequate hostel facilities, good attitude to studies, adequate educational resources and good teaching methods as principal factors contributing positively to students academic performance.

Influence of Parents' Occupational status on Academic Performance of Agricultural science students

Occupation as one of the components of parental SES, encompasses both income and educational attainment. Occupational status reflects the educational attainment required to obtain job and income levels that vary with different jobs and within ranks of occupations. Additionally, it shows achievement in skills required for the job.

Occupational status measures social position by describing job characteristics, decision making ability and control, and psychological demands on the job. Some of the most prestigious occupations are lecturing, medicine, law, engineering, and communications which can earn parents higher income. These jobs, considered to be grouped under the high SES, provide more challenging work and greater control over working conditions but require more ability while the jobs with lower ranking include food preparation workers, counter attendants, helpers, dishwashers, maids and housekeepers, vehicle cleaners, labourers, gardeners and parking lot attendants. The jobs that are less valued also offer significantly lower wages, and often are more laborious, very hazardous, and provide less autonomy (Scott, 2005).

Occupation is the most difficult factor to measure because so many exist, and there are so many competing scales. Many scales rank occupation based on the level of skill involved, from unskilled to skilled, manual labour to professional, or use a combined measure using the education level needed and income involved. These variables – parental income, parental education and parental occupation are studied along side home and school environment in order to determine their influence on students' academic achievement using path analysis.

On the other hand, SES of the parents as explained by Memon, Joubish and Khurram (2010) is measured by variables like educational level and occupational status of fathers and mothers, family income, residential area, physical facilities available at home, access to electronic facilities, expenditure on children education, involvement of parents in learning activities of children and extent of teachers-parents relationship.

A more favourable home environment motivates a child to do extremely well in school. The high level of education which most often goes with high occupational status means that the parents will be able to provide the necessary learning facilities and assist the child with schoolwork, (Muola, 2010). According to Al-Matalka (2014), SES has a relatively strong impact on parental involvement compared to other factors and parental involvement has a positive impact on students' achievement at all socioeconomic levels. Families with high SES often have more success in preparing their young children for school because they typically have access to a wider range of resources to promote, explore and support young children's mental and physical development. On the other hand, parents with low SES find themselves struggling to augment financial resources and lack time for their children in imparting values, good habits, manners, which may even end them up in ignorance about immunizations or basic nutrition for their children. The explanation for the poor academic achievement of students from low economic status families is that the parent has so much work and family responsibilities that require time, attention, and money where less attention is given to the education of their children (Saifi and Mehmood, 2011, Osonwa, Adejobi, Iyam and Osonwa, 2013). It was found in Pakistan, for example, that students who lived in high-class areas performed better in secondary examination in comparison to those students who lived in underdeveloped areas. More learning facilities to students at home were significantly related to academic achievements of the students in secondary examination (Ahmad and Khan, 2012). When shelter conditions are considered, it is found that students who live with their parents are more successful than those students who are boarding or living in dormitories (Behsat and Ramazan, 2014).

Influence of Parents' Income level on Academic performance of Agricultural science students

Income refers to wages, salaries, profits, rents, and any flow of earnings received. Income can also come in the form of employment or worker's compensation, social security, pensions, interests or dividends, royalties, trusts, alimony, or other governmental, public, or family financial assistance. Income can be looked at in two terms, relative and absolute (Weller, 2005). Income is the consumption and savings opportunity gained by an entity within a specified timeframe, which is generally expressed in monetary terms. However, for households and individuals, income is the sum of all the wages, salaries, profits, interest payments, rents and other forms of earnings received in a given period of time (Barr, 2004). Barr maintained that in the field of public economics, the term may refer to the accumulation of both monetary and non-monetary consumption ability, with the former (monetary) being used as a proxy for total income.

Absolute income, as theorized by economist is the relationship in which as income increases, so will consumption, but not at the same rate. Relative income dictates a person's or family's savings and consumption based on the family's income in relation to others. Income is a commonly used measure of SES because it is relatively easy to figure for most individuals. Low income families focus on meeting immediate needs and do not accumulate wealth that could be passed on to future generations, thus increasing inequality. Families with higher and expandable income can accumulate wealth and focus on meeting immediate needs while being able to consume and enjoy luxuries and weather crises (Weller, 2005).

Family size also has its own effect on students' academic achievement. Muola (2010) and Akhtar (2012) underlined that, a parent with a small family will not only find it easy to provide for the physical needs of the child but will also be in a position to give attention, encouragement, stimulation and support with schoolwork. Financial status of parents has a significant positive relationship with the students' academic performance, the better the parental background is the better the results of the students. (Olayiwola, Salawu, Oyenuga, Oyekunle, Ayansola, Olajide and Agboluaje (2011). A study by Olayiwola et al., (2011) in Nigeria disclosed that a unit increase in parental financial status brings about 10.28% increments in student academic performance. A unit increase in the improvement of the hostel facilities brings about 2.63% increases in student academic performance. A significant relationship was also found between parental income and academic performance of students in secondary examination in Pakistan. Students whose parental income was higher performed well in secondary examination as compared to those students who belonged to low income families (Ahmad and Khan, 2012). Memon, Joubish and Khurram (2010) also came up with similar findings and found statistically significant relationship between parents' occupational status and academic performance of the students at matriculation examination.

Influence of Parents' Residential Location on Academic performance of Agricultural science students

The location of parents' residents including that of the schools has significant influence on the academic performance of students. Some researchers found that even when variables within the students and schools were rigorously controlled, location of

students' residents negatively influence students' performance (Catsambis and Beveridge, 2001; Garna and Raudenbush, 1991). Also location of resident has a powerful influence on the performance of children. For instance residents in impoverished neighborhoods might expose vulnerable minors to crime and drug use which can distract the children from concentrating on their educational activities. Sometimes, even good parents who attempted to live above the negative influence of the community all too often lost their children to the streets because, the pull from peer groups was so strong (Berliner, 2006).

Also Informal settlements are residential areas where groups of housing units have been constructed on land which the occupants have no legal claims, or which they occupy illegally. The UN Habitat goes on to define informal settlements as unplanned settlements and areas where housing is not in compliance with current planning and building regulations. They are also called squatter settlements, slums or shanty towns. They are to be found around the world, especially in developing countries' urban areas. Rapid urbanization and inadequate capability to cope with housing needs of people in urban areas have contributed to the development of informal settlements. These have been compounded with a number of problems, including; health risks, poor sanitation, food shortages, poor facilities, pollution, overcrowding and violence and crime (UN-Habitat).

2.3 Academic Performance of Students in Agricultural Science

Agriculture has a long history of being part of Nigeria's socio economic activities which is usually passed on from one generation to the next by the fore fathers. Since then, it is seen as a necessary vocation to maintain the food and fibre chains which are the main

means of survival. Nowadays, farming business is no longer interesting and attractive to the youths; youngsters who should be the future farmers do not value farming vocations despite all its multifarious benefits. Thus, many young people do not like going into agricultural education because many regard agricultural education studies and its allied vocations as a job and business for the less intelligent or poor academic achievers. But this is far from the reality! This is one of the reasons for dwindling students' enrolment in the agricultural science discipline and its associated fields of studies (Egunsola, 2012); attracting quality students to choose agricultural science subject remains one of the most vital duty of agricultural educators.

Campbell and Martin (2003) reported that agricultural education has a long history in education; most programs consist of classroom and laboratory instruction and agricultural clubs. Students had teachers who spent time in and outside the school following the curriculum and working on projects. Technological evolution has transformed the nature of what and vastly broadened the range of agricultural occupations and professional careers. Agriculture broadly defined, as the plants and animals providing food and fibre for sustainable living. Plants and animals depend not only on the physical environment, but also the biological component of the environment as well to enable the production of food and fibre for the sustenance of man and his immediate environment. All living creatures are part of the same cycles of matter and energy. Education will be incomplete unless students are exposed to learn what is essential for the lives of crops, animals and plants (Myers, Brijah, and Dyer, 2004).

The importance of education for national development has placed secondary schools at the centre of the efforts of governments to increase the rate of literacy level in

Nigeria. Students' success at this level depends on their academic achievement after taking the organized National Examinations conducted by West African Examinations Council (WAEC) and National Examinations Council (NECO). The process of globalization and technological revolution create greater demands for higher education provided in universities and colleges and polytechnics. Secondary school students are the potential assets of these educational institutions. But only students with adequate academic skills and knowledge can score high enough to enter higher institutions. According to Akomolafe, Olorunfemi and Olabisi (2011) higher institutions are depending upon the potential academic skills and knowledge of secondary school education. Hence, stakeholders in education consider the students' academic achievement at this level an important goal to produce the best quality candidates for the higher institutions.

Academic performance of a student is always associated with many components of learning environment. It is worth noting that students' academic achievement is affected by numerous factors including gender, age, students schooling, father/guardian social economic status, residential area of students, and school factors. Many studies about the factors contributing to students' academic achievement at different study levels were conducted. The most common study findings includes the statistically significant influence of family background variables (Hanushek, 2003; Bratti and Staffolani, 2008) and that, social status positively affect the student test score in examination Considine and Zappala (2002). Other studies have found parents' educational background, family income, self-motivation of students, age of students and school, as important factors that have effect on students academic achievement in different setting (Osonwa, Adejob,

Iyam, and Osanwa, 2013). However, it is not clear which of the family variables have the most determining effect on students' academic performance.

In view of the above, the expansion of Nigerian Universities in recent times has raised concerns regarding the quality of academic potentials of our secondary school students who are the potential targets of these universities. However, recent results released both by WAEC and NECO showed that many candidates failed to meet the entry requirements particularly for the science subjects including agriculture (WAEC, 2014; NECO, 2014). More importantly, another reason stem out from the increasing gap in students social composition. The expansion in the number of students in secondary schools may imply increase in participation of students from the different socio-economic status in schools. Thus, some fraction of students may have to contend with social and economic challenges as opposed to others (Bratti and Staffolani, 2008). Since students come from a wide range of social backgrounds, these give them different life experiences, different educational opportunities, expectations, needs and varied academic potential which might have effect on their academic achievement (Telli, Brok, Tekkaya, and Cakinoglu, 2009).

Still, several other factors might have raised concerns regarding the talent pool in the area of agricultural sciences. Kano State being an agrarian society is increasingly depending on the ability to develop human resources capable of dealing with current economic, scientific, technological and environmental challenges (Ibrahim and Bin Jamil, 2012). Therefore, the supply of human resources stem from the decreasing number of qualified candidates to gain admission into the field of agriculture and agriculture related fields (WAEC, 2012; WAEC, 2013). While students' academic achievements in the

national examinations have improved, certainly there remains a significant gap in the relative level of students performance. This gap is associated with different attitudes and levels of parents' SES.

2.4 Empirical Studies

The following are some of the research studies carried out, similar to the present study.

Suleman, Hussain, Khan, and Nisa, (2012) studied the influence of parents' socio-economic status on the academic achievement of secondary school students in Karak District, Pakistan. The study was carried out to investigate the influence of parents' socio-economic status on the academic achievement of secondary school students in Karak District, Pakistan. The specific objectives were to explore the influence of parents' socio-economic status on the academic achievement of secondary school students. A total of one thousand five hundred (1,500) students were selected as samples using random sampling technique. Data were collected from respondents through structured questionnaire and interview. Chi-square and percentage were used for the statistical analysis. The result indicated that socio-economic status was the major factor that affected the academic performance of the respondents accounting for 51.4%. The result indicated a significant influence of parents' socio-economic status on academic achievement of secondary schools students.

The present study is related to the past research in that structured questionnaire and interview schedule were used to collect data from the selected sampled population. Also the present research used descriptive survey design to analyze data. However, the present study differ from past research study, in that the past researchers used one

specific objective and one null hypothesis, while the present research used four objectives and four null hypotheses. Also, the past researchers conducted their research in one district, but the present study was carried out in one state.

Ogunshola and Adewale (2012) conducted a study on the influence of parents' socio-economic status on academic performance of students in Kwara State, Nigeria. The study was carried out to identify the influence of parents' socio-economic status on academic performance of students in the study area. Four specific objectives and four null hypotheses were formulated. A total of one hundred and eighty (180) students were randomly selected from three secondary schools. Structured questionnaire and interview were used to collect data. Diverse statistical tests were performed on the various data collected and analyzed.

The present study is similar to the past research in that random sampling technique was used to select samples from the target population. Also data was obtained by the use of questionnaire. However, the present study differ from the past research study because the research was conducted in Kwara State, Nigeria, while the present research was conducted in Kano State, Nigeria (located within different geo-political zones).

Tomul and Polat (2013) carried out a research study on the influence of socio-economic characteristics of students on their academic achievement in higher education in Isparta, Turkey. The researchers determined the influence of socio-economic status of higher education students on their academic achievement and the relations between these determinants. A total of 691 students were selected as samples by the use of weighted quantitative composite scores in the student's selection examination. Correlation,

regression and two-way variable analysis methods were used for data analysis. The results of the study indicated that the high school type from which the students have graduated can be said to be an essential predictor of the students' academic achievement. That education institutions prior to the higher education also accepted students with a National Examinations has increased the homogeneity of the higher education student profile.

The present study differ in that the present research assessed the influence of parents' socio-economic status on the academic performance of agricultural science students. However, the studied the influence of socio-economic characteristics of students on their academic achievement in higher education. The past study selected a total of 691 students as sample population, while the present study selected 600 students to serve as the sample population for the study. Also the past research was conducted in Isparta, Turkey, but the present study was conducted in Kano State, Nigeria

Egunsola (2014) conducted a study on the influence of home environment on academic performance of secondary school students in agricultural science in Adamawa State. The study investigated the influence of home environment on academic performance in the area. The specific objectives of the study were to investigate home environment factors and students academic achievements in agricultural science. A total number of 900 respondents were selected as samples from the target population using multi-stage random sampling technique. Questionnaires were also used to collect data. The data were analyzed using inferential statistic Product Moment Correlation Co-efficient. All the four null hypotheses were rejected at 0.05 (%) level of significance.

The result indicated a significant relationship between the parents' socio-economic factors of the students and their academic performance in agricultural science.

The present study is related to the past study because stratified random sampling technique was used to select samples from the target population. However, present study is different from the past research in the topic. The past study was conducted in Adamawa State, while the present study was conducted in Kano State. The past researcher formulated four null hypotheses, while four null hypotheses were formulated by the present researcher.

Kapinga (2014) conducted a study on the impact of parents' socio-economic status on students' academic achievement in Tanzania. The study was to assess the impact of parents' socio-economic status on students' academic achievement in secondary school. Two specific objectives were formulated. A purposive sampling technique was used to obtain 60 informants drawn from amongst parents, teachers and students. The data were collected through semi-structured interviews and focused group discussion. The data collected were analyzed qualitatively. The result of the study indicated that there was a close relationship between socio-economic status and academic achievement of the students.

The present study is similar to the past research in that; structured questionnaire will be used to collect data from the sample population. However, they differ in the following ways: the present study was conducted in Kano State, Nigeria while the past study was conducted in Tanzania. Also, the past study formulated two specific objectives, while the present study formulated four specific objectives.

Abdullahi, Mlozi, and Nzalayaimisi, (2015) carried out a research titled the determinants of students' academic achievement in agricultural science in Katsina State, Nigeria. The aim of the study was to enhance the educational process of students' academic achievement in the area. A total of 300 respondents were selected from six secondary schools using a random sampling technique. Two specific objectives and two null hypotheses were formulated by the researcher. Structured questionnaire was used to collect data from the sampled respondents. Cramer's V and Stepwise regression models were used as tool for analysis. The findings showed that the significant variables that were positively related to academic achievement were parents education, parent occupation, family feeding, provision of resource materials, visit to schools, provision of pocket money, and residential type. Family type and age category of parents had negative effects on students' academic achievement in the area.

The present study is related to the past study because random sampling technique was used to select samples from the target population. However, the present study is different from the past research in the topic. The past study was conducted in Katsina State, Nigeria, while the present study was conducted in Kano State, Nigeria. The past researchers formulated one null hypothesis, while three null hypotheses were formulated by the present researcher.

2.5 Summary of the Reviewed Literature

The reviewed literature clearly showed that parents' socio-economic status is a vital factor that affects academic achievement of students. It is a fact that families, where the parents are privileged educationally, socially and economically, promote a higher level of achievement in their offspring. They also provide higher level of psychological

support for their children through enriched atmosphere that encourage the development of skills required for success at school. The socio-economic status of a child is usually determined by parents' educational level, Parents' type of occupation and income level. Some reviewed literatures and empirical studies indicated that academic achievement of a student is directly proportional to the parents' income, education and occupation. That is why it is right to say that high socio-economic status of the parents plays a fundamental and crucial role in the enhancement of their children's academic achievement.

However, social and economic policies should be put in place to enable children from parent of low economic status to have equal opportunity of advancing the cause of education of their children. Finally, the researcher reviewed six (6) empirical studies and based on these studies, the researcher discovered that none of the studies was carried out in the present location and there existed differences in terms of methodology, sample size and sub-variable. These differences thus created a gap which this present research seek to fill.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter describes the methodology for conducting this study under the following sub-headings:-

- 3.1 Research Design
- 3.2 Population of Study
- 3.3 Sample Size and Sampling Procedure
- 3.4 Instrument for Data Collection
 - 3.4.1 Validity of the Instrument
 - 3.4.2 Pilot Study
 - 3.4.3 Reliability of the Instrument
- 3.5 Procedure for Data Collection
- 3.6 Procedure for Data Analysis

3.1 Research Design

Descriptive survey research design was used for this research. Nwosu, (1991) stated that survey research helps to establish relationship or difference between variables. Also, Olayiwola, (2005) describes survey research as an effective way of collecting data from different sources by use of questionnaire and/or interviews, within a short time and at a relatively cheaper cost. Descriptive survey research design was suitable for this study because data were collected from the respondents with the use of socio economic and demographic data and scores of the students in agricultural science in the area of the study for determining the influence of parents' socio-

economic status on the academic performance of agricultural science students in selected secondary schools in Kano State.

3.2 Population for the Study

A research population is all the existing members or element of the group to whom the result of the investigation could be generalized (Yabo, 2007).The population for the study is comprised of SSS 2 and 3 students across the 1018 senior secondary schools in Kano State. The state has 350 senior secondary schools in Northern senatorial zone; 300 in Central senatorial zone and 368 in Southern senatorial zone giving a total of 1018 Senior Secondary Schools in the state. Five Senior Secondary Schools were selected each from the three senatorial zones of the state. The population of students from the selected schools is 9008 considered as the population of the study. The population of each of the selected schools is presented in table 1.

Table 3.1:**Table 1: Population for the study**

S/NO	NAMES OF SCHOOLS	SS2	SS3	POP	NO OF SAM PLE
01	Government Girls Secondary School Gwarzo Road	321	234	555	23
02	Government Secondary School Bichi	331	348	679	28
03	Government Girls Secondary School, Kwa	220	211	431	18
04	Government Secondary School, Tsanyawa	340	232	572	23
05	Government Arabic Secondary School Kargon Bichi	432	240	672	27
06	Basic College Kano	310	239	549	22
07	Government Girls Secondary School Jogana	432	233	665	27
08	Government Secondary School M/Tash	365	228	593	24
09	Government Secondary School Gwale	342	209	551	23
10	Government Girls Secondary School M/Tashi	248	210	458	19
11	Government Secondary School Bebeji	456	328	784	32
12	Unity College Karaye	352	279	631	26
13	Government Secondary School Rano	348	223	571	23
14	Government Girls Secondary School Kabo	430	320	750	31
15	Government Girls Secondary School Gwarzo	327	220	547	22
TOTAL		5244	3754	9008	368

Source: Kano State Secondary Schools Management Board (2015)

3.3 Sample Size and Sampling Procedures

The researcher used proportionate random sampling technique. This sampling technique ensures that every school is represented based on their population. The sample of three hundred and sixty eight students offering agricultural science was randomly selected from a population of nine thousand and eight from the fifteen senior secondary schools. The sample size was selected based on Krejcie and Morgan (1970) sample size determination where a sample size of three hundred and sixty eight (368) was proposed for a population between 9000 to 10,000 populations. In order to avoid bias in the selection of the schools in each senatorial zone, each zone was represented by a bag. The names of the schools in the three senatorial zones in the state were written on pieces of papers, folded and put into a bag. Each bag was shaken and the names of the schools

from the three senatorial zones were randomly picked by the researcher from each bag, representing the secondary schools. Thus, five (5) senior secondary schools each from the three senatorial zones were selected for this exercise. The sample for the study was obtained using the formula below:

$$\frac{\text{No of sample per stratum}}{\text{Total No of samples}} = \text{Actual sampled figure}$$

3.4 Instrument for Data Collection

The instrument for data collection was the socio-economic and demographic data of the parents for the relevant variables under study (Educational level, Occupational status, Income level and Residential location) and the average performance scores of the students in agricultural science in SS2. The choice of the use of SS2 performance score was based on the fact that the two sets of students (SS2 and SS3) had passed through the same curriculum at their SS1 level.

3.4.1 Validity of Instrument

The researcher did not carry out any formal validation because he collected the scores from the agricultural science teachers in the selected schools. It is the believe of the researcher that the questions used to assess the students from which the performance scores were obtained had assumed some level of validity since it had been under use by the teachers over and over again. Furthermore, since the items in the question was not developed by the researcher, no effort was made to validate the items in the instrument.

3.4.2. Reliability of the Instrument

Since the researcher utilized the performance scores of the students, the researcher had the assumption that the instrument had been under use over the years and as a result had

acquired some level of consistency over time. Therefore the researcher did not make any effort to determine the reliability of the instrument most importantly, for the fact that the researcher was not the one that developed the instrument.

3.5 Procedure for Data Collection

The data for the study was collected from the Agricultural science teachers of the schools in the study areas. The researcher utilized the assistance of the class teachers to obtain the performance scores of the students in agricultural science for the three terms in SS2 and summed the scores together to obtain the mean Score of each Student for the three terms. Efforts were also made to ensure that each student's scores were tallied with the socio-economic demographic data of the parents. The scores were collected from the class teachers and computed within three weeks. This was to enable the researcher manipulate the Scores according to the requirement of the stated null hypotheses of the study.

3.6 Procedure for Data Analysis

Data collected were analyzed with the use of descriptive statistics in the form of frequency distribution, percentages tables, and mean scores to analyze demographic variables and to answer research questions. The researcher also used independent t-test to test the four null hypotheses at 0.05 level of significance.

Decision rule: Any null hypothesis was rejected if the calculated t-value is equal or greater than the critical t-value, while the null hypothesis was accepted if the calculated t-value is less than the critical t-value.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

This chapter presented the results of the findings in the following order:

4.1 Analysis of Demographic Variables of Respondents

4.2 Answers to Research Questions

4.3 Tests of Null Hypotheses

4.4 Summary of Major Findings

4.5 Discussion of Major Findings

4.1 Analysis of Demographic Variables of Respondents.

. The demographic variables of the respondents analyzed in the study were related to parents socio-economic as shown in Table 3.

Table 4.1.1. Distribution of the respondents by parents socio-economic status.

Description of Variables

Socio-economic Variables	Categories	Students' Mean Academic Performance		
		N	Mean	SD
Educational level	Below first Degree	194	54.72	5.21
	First Degree & above	174	62.81	5.74
Occupational status	Below Senior staff	224	56.28	5.03
	Senior staff & Others	144	63.51	5.86
Income level	Below N50,000 p/m	211	54.62	5.19
	Above N50,000 p/m	157	64.53	5.81
Residential location	Rural & semi-rural	266	54.11	5.17
	Urban & Semi urban	162	63.58	5.73

Source: Field Survey, 2016.

Table 3 revealed that the respondents (students) in Senior Secondary Schools, in Kano State, Nigeria were influenced by parents socio-economic status.

4.2 Answers to Research Questions.

Responses used to answer the questions of this study were analyzed in Tables 4 – 7.

Research questions

Research question One:

1. How does parents' educational level influence the academic performance of secondary school students in agricultural science in Kano state? The data presented in Table 4 were used to answer this question.

Table 4.
Showing of mean academic performance of students based on parents' educational qualification

Socio-economic Variables	Categories	Students' Mean Academic Performance		
		N	Mean	SD
Educational level	Below first Degree	194	54.72	5.21
	First Degree & above	174	62.81	5.74

Source: Field Survey, 2016.

Table 4 shows the mean performance of students based on their parents educational qualifications. From the table, it can be seen that students from parents who had below first degree had a mean performance of 54.72 while those from parents who had first degree and above had a mean performance of 62.81 Comparatively, it can be seen that the mean performance of the latter is higher than that of the former. This implies that parents' educational qualification influenced the performance of the children in agricultural science in secondary schools in Kano state.

Research question Two:

What are the influence of parents' occupational status on the academic performance of secondary school students in agricultural science in Kano state? The data presented the table 5 was used to answer this question.

Table 5

Showing mean academic performance of students based on parents' occupational status

Socio-economic Variables	Categories	Students' Mean Academic Performance		
		N	Mean	SD
Occupational status	Below Senior staff	224	56.28	5.03
	Senior staff & Others	144	63.51	5.86

Source: Field Survey, 2016.

Table 5 shows the mean performance of students based on their parents' occupational status. From the table it can be seen that students from parents who were below Senior staff had a mean performance of 56.28 while those from parents who were Senior staff and others had a mean performance of 63.51. Comparatively, it can be seen that the mean performance of the latter is higher than that of the former. This implies that parents' occupational status influenced the performance of the children in agricultural science in secondary schools in Kano state.

Research question Three:

How does parents' income level influence the academic performance of secondary school students in agricultural science in Kano state? The data presented the table 6 was used to answer this question.

Table 6

Showing mean academic performance of students based on Parents' Income level

Socio-economic Variables	Categories	Students' Mean Academic Performance		
		N	Mean	SD
Income level	Below N50,000 p/m	211	54.62	5.19
	Above N50,000 p/m	157	64.53	5.81

Source: Field Survey, 2016.

Table 6 shows the mean performance of students based on their parents' Income level. From the table it can be seen that students from parents who earn below N50,000 had a mean performance of 54.62 while those from parents who earned above, N50,000 had a mean performance of 64.53. Comparatively, it can be seen that the mean performance of the latter is higher than that of the former. This implies that parents' income level influenced the performance of the children in agricultural science in secondary schools in Kano state.

Research Question Four:

What are the influences of parents' residential location on the academic performance of secondary school students in agricultural science in Kano state? The data in table 7 was used to answer this research question.

Table 7

Showing mean academic performance of the respondents according to their residence

Socio-economic Variables	Categories	Students' Mean Academic Performance		
		N	Mean	SD
Residential location	Rural & semi-rural	266	54.11	5.17
	Urban & Semi urban	162	63.58	5.73

Source: Field Survey, 2016.

Table 7 shows the mean performance of students based on their parents' residential location. From the table it can be seen that students from parents who reside in rural and semi-rural location had a mean performance of 54.11 while those from parents who reside in urban and semi-urban location had a mean performance of 63.58. Comparatively, it can be seen that the mean performance of the latter is higher than that of the former. This implies that parents' residential location influenced the performance of the children in agricultural science in secondary schools in Kano state.

4.3 Testing of Null Hypotheses

All the null hypotheses formulated were tested in the study, in order to determine the possible influence of parents socio-economic status on academic performance of students in agricultural science. The null hypotheses tested are as follow:

Research Hypotheses

Hypothesis One:

There is no significant difference in the mean academic performance of agricultural science students whose parents' educational level are below first degree and those with first degree and above in Kano state. This hypothesis was tested using independent t-test analysis. The result of the analysis is presented on table 8.

Table 8

Independent t-test analysis to determine the difference in the mean academic performance of agricultural science students whose parents' educational level are below first degree and those with first degree and above in Kano State.

Variable	N	Mean	SD	t-cal
Parents below first degree	194	54.72	5.21	14.17
Parents with first degree and above	174	62.81	5.74	

$P > 0.05$; $df = 366$; Critical $t = 1.960$

Source: Field Survey, 2016.

The calculated t-value of 14.17 was found to be greater than the critical t-value of 1.960 when tested at 0.05 level of significance with 366 degrees of freedom. This implies that the result is significant. This indicated that parents' educational level had a significant influence on the performance of students in agricultural science. Thus the null hypothesis was rejected while the alternate hypothesis was accepted.

Hypothesis Two:

There is no significant difference in the mean academic performance of agricultural science students whose parents' are below senior staff and those who are senior staff and others in Kano State. This hypothesis was tested using independent t-test analysis. The result of the analysis is presented on table 9

Table 9

Independent t-test analysis to determine the difference in the mean academic performance of agricultural science students whose parents' occupational status is below are below first degree and those with first degree and above in Kano State

Variable	N	Mean	SD	t-cal
Parents below Senior staff	224	56.28	5.03	12.61
Parents who are Senior staff and others	144	63.51	5.86	

$P > 0.05$; $df = 366$; Critical $t = 1.960$

Source: Field Survey, 2016.

The calculated t-value of 12.61 was found to be greater than the critical t-value of 1.960 when tested at 0.05 level of significance with 366 degrees of freedom. This implies that the result is significant. This indicated that parents' occupational status had a significant influence on the performance of students in agricultural science. Thus the null hypothesis was rejected while the alternate hypothesis was accepted.

Hypothesis Three

There is no significant difference in the mean academic performance of agricultural science students whose parents' income level is below N50,000 p/m and those above N50,000 p/m in Kano state. This hypothesis was tested using independent t-test analysis. The result of the analysis is presented on table 10

Table 10.

Independent t-test analysis to determine the difference in the mean academic performance of agricultural science students whose parents' Income level is below N50,000 p/m and those whose income level is above N50,000 p/m in Kano State

Variable	N	Mean	SD	t-cal
Parents with income level below N50,000	211	54.62	5.19	17.21
Parents with income level above N50,000	157	64.53	5.81	

P > 0.05; df = 366; Critical t = 1.960

Source: Field Survey, 2016.

The calculated t-value of 17.21 was found to be greater than the critical t-value of 1.960 when tested at 0.05 level of significance with 366 degrees of freedom. This implies that the result is significant. This indicated that parents' income level had a significant influence on the performance of students in agricultural science. Thus the null hypothesis was rejected while the alternate hypothesis was accepted.

Hypothesis Four

There is no significant difference in the mean academic performance of agricultural science students whose parents reside in rural and semi-rural location and those who reside in urban and semi-urban location in Kano state. This hypothesis was tested using independent t-test analysis. The result of the analysis is presented on table 11.

Table 11.

Independent t-test analysis to determine the difference in the mean academic performance of agricultural science students whose parents' reside in Rural /Semi-rural and those whose parents reside in Urban/semi-urban areas in Kano State

Variable	N	Mean	SD	t-cal
Parents residing in Rural/semi-rural areas	266	54.11	5.17	15.25
Parents residing in Urban/semi-urban areas	102	63.58	5.73	

$P > 0.05$; $df = 366$; Critical $t = 1.960$

Source: Field Survey, 2016.

The calculated t-value of 15.25 was found to be greater than the critical t-value of 1.960 when tested at 0.05 level of significance with 366 degrees of freedom. This implies that the result is significant. This indicated that parents' residential location has a significant influence on the performance of students in agricultural science. Thus the null hypothesis was rejected while the alternate hypothesis was accepted.

4.4 Summary of Major Findings

The study established that:

1. Parents' educational level has significant influence on students' performance in agricultural science in secondary schools in Kano State, Nigeria.

2. Parents' occupational status has significant influence on students' performance in agricultural science in secondary schools in Kano State, Nigeria.
3. Parents' income level also has significant influence on students' performance of agricultural science in secondary schools in Kano State, Nigeria.
4. Parents' residential location has significant influence on students' performance of agricultural science in secondary schools in Kano State, Nigeria.

4.5 Discussion of Major Findings

The finding of research question one and null hypothesis one in tables 4.2.1 and 4.2.5 revealed statistically (14.17, 1.960) that the students whose parents had first degree and above performed better than students whose parents had below first degree. The findings are in line with that of Ononuga (2005) who opined that the more educated the parents are, the more the education they would want for their children and the more involved they will be in their children's academic achievement.

The finding of research question two and null hypothesis two in tables 4.2.2. and 4.2.6 analysis of test showed statistically (12.61, 1.960) that students whose parents were senior staff and above performed better than those whose parents were below senior staff in their place of work. This revealed that the results of research question two and null hypothesis two meant that the difference between the performance of students from senior staff and above, and those of parents below senior staff is significantly different. This finding also agrees with the findings of Adedeji (2008) who found out that parents that are rich show more concern over their children's academic performance because

most of them teach their children school subjects at home or employ the service(s) of a lesson teacher for them.

The finding of research question three in tables 4.2.3 and 4.2.7 null hypothesis three analysis of test respectively indicated statistically (15.25, 1.960) that students whose parents' income level is above N50,000 per month performed better than students whose parents' income level is below N50,000. Grawe and Mulligan (2002) agreed and supported this finding and concluded that economic resources and potential of parents' correlate significantly with children's schooling process, and their academic achievement.

The finding of research question four in tables 4.2.4 and 4.2.8 null hypothesis four analysis of test revealed statistically (15.25, 1.960) that students whose parents' residential location is in urban and semi-urban area performed better than those in the rural and semi-rural area. This finding agrees with that of Ajila and Olutola (2007) who stated that the home of students affects their academic chances since it is their first place of socializing in individual's life. Therefore, it can be concluded that if the home environment affects child's reaction to life situations then, his/her level of academic achievement is also affected.

CHAPTER FIVE
SUMMARY, CONTRIBUTION TO KNOWLEDGE, CONCLUSION AND
RECOMMENDATIONS

5.1 Summary

The study was conducted to ascertain the influence of parents' socio-economic status on academic performance of agricultural science students in secondary schools in Kano State, Nigeria. Four specific objectives and four research questions were raised. In order to meet these objectives and answer research hypotheses, four null hypotheses were formulated and tested at an *alpha* value of 0.05 level of significance. Literature related to the study was reviewed. Data were collected from 368 agricultural science students. Mean and standard deviation were used to answer the research questions and independent t-test analysis was used to test the null hypotheses.

The four research questions were answered and these showed that parents' socio-economic status had influence on the academic performance of agricultural science students in secondary schools in Kano State, Nigeria. Of the four null hypotheses formulated, hypothesis, one, two, three and four had their r-calculated value greater than r-critical value of 1.960 at 366 degree of freedom and $p > 0.05$. The result revealed that parents' educational level had a significant influence on the performance of students in agricultural science, parents' occupational status had significant influence on the performance of students in agricultural science, parents' income level had significant influence on the performance of students in agricultural science and parents' residential location also had significant influence on the performance of students in agricultural science in secondary schools in Kano State, Nigeria.

5.2 Contribution to Knowledge

The study established that:

1. Parents' educational level had significant influence on students' performance in agricultural science in secondary schools in Kano State, Nigeria with calculated t-value of 14.17 at $P \leq 0.000$.
2. Parents' occupational status had significant influence on students' performance in agricultural science in secondary schools in Kano State, Nigeria with calculated t-value 12.61 at $P \leq 0.000$.
3. Parents' Income level had significant influence on students' performance in agricultural science in secondary schools in Kano State, Nigeria with calculated value of 17.21 at $P \leq 0.000$.
4. Parents residential location had significant influence on students' performance in agricultural science in secondary schools in Kano State, Nigeria with calculated value of 15.25 at $P \leq 0.000$.

5.3 Conclusion

Based on the findings from this study, parents' socio economic status has relationship with students' academic performance in agricultural science in secondary schools. Parents who provide healthy, peaceful and conducive environment for the educational growth, development and progress of their wards both at home and in school generally enhance the academic performance of their children.

5.4 Recommendations

Based on the findings and conclusion drawn, the researcher recommends the following:

1. Parents should provide educational facilities to their children in order to enhance educational outcomes of students in agricultural science.
2. Kano State Government should mount enlightenment campaign and public awareness programme parents on the importance of adult education. Alternatively, adult literacy classes should be encouraged among parents in Kano State.
3. There is the need to improve the current poverty perceptives by the Kano State Government in order to improve the living standard of parents by increasing their income level from which they meet up with the school needs of their children.

5.5 Suggestion for Further Study

A study of this nature cannot cover every area; hence, there is the need for further study. Based on this, the researcher suggest that further research can be conducted on:

1. Impact of Parents' Socio-Economic background on students' achievement in agricultural science at the Junior Secondary School level in Junior Secondary Schools.
2. Parental and related factors affecting students academic achievement in other state of the federation.

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APPENDIX I

STUDENTS' PARENTS SOCIO-ECONOMIC DEMOGRAPHIC DATA

Department of Voc. & Tech. Education,
Faculty of Education,
Ahmadu Bello University,
Zaria.

Dear Respondent,

REQUEST TO FILL PARENTS SOCIO-ECONOMIC DEMOGRAPHIC DATA

I am a Postgraduate student of the above named institution undertaking a research on 'Influence of parents' socio-economic Status on Academic Performance of Agriculture Science Students in selected secondary schools in Kano State, Nigeria'.

Kindly provide the required information as objective as possible. This research study is purely for academic purpose and all information given will be treated as confidential.

Thanks for your cooperation.

Yours faithfully,

Ambali A. Adreremi

INTERVIEW SCHEDULE FOR THE RESPONDENTS (STUDENTS)

SECTION A:

PERSONAL DATA OF THE RESPONDENTS

Please Tick (√) the Appropriate Box

1. Name of school -----
2. Name of Student.....
3. Name of Parent.....
4. Parent's Highest Educational qualification
(a) No formal Education (b) FSLC [] (c) WASC/GCE []
(d) OND/NCE/HND [] (e) B. Sc/BA/B. Ed [] (f) M.A/M.Sc/M.Ed
(g) PhD
5. Parent's Occupational Status
(a) Junior Staff [] (b) Intermediate Staff [] (c) Senior Staff []
(d) Others (Specify).....
6. Parent's income Level
(a) Below N50,000.00 P/M [] (b) Above N50,000.00 P/M []
6. Parent's Residential Location
(a) Rural [] (b) Semi rural [] (c) Urban [] (d) Semi urban

Note: Collect the performance scores of the Students in Agricultural Science in SS2 (first, second and third terms) in a table as shown below

S/N0	NAME OF STUDENT	NAME OF PARENT	1ST TERM SCORE	2ND TERM SCORE	3RD TERM SCORE	AVERAGE SCORE

CALCULATION OF HYPOTHESIS ONE

QuickCalcs

Unpaired t test results

P value and statistical significance:

The two-tailed P value is less than 0.0001

By conventional criteria, this difference is considered to be extremely statistically significant.

Confidence interval:

The mean of Below First Degree minus First Degree & Above equals -8.0900

95% confidence interval of this difference: From -9.2125 to -6.9675

Intermediate values used in calculations:

$t = 14.1728$

$df = 366$

standard error of difference = 0.571

Review your data:

Group	Below First Degree	First Degree & Above
Mean	54.7200	62.8100
SD	5.2100	5.7400
SEM	0.3741	0.4351
N	194	174

CALCULATION OF HYPOTHESIS TWO

QuickCalcs

Unpaired t test results

P value and statistical significance:

The two-tailed P value is less than 0.0001

By conventional criteria, this difference is considered to be extremely statistically significant.

Confidence interval:

The mean of BELOW SNR STAFF minus SNR STAFF & OTHERS equals -7.2300

95% confidence interval of this difference: From -8.3578 to -6.1022

Intermediate values used in calculations:

$t = 12.6061$

$df = 366$

standard error of difference = 0.574

Review your data:

Group	BELOW SNR STAFF	SNR STAFF & OTHERS
Mean	56.2800	63.5100
SD	5.0300	5.8600
SEM	0.3361	0.4883
N	224	144

CALCULATION OF HYPOTHESIS THREE

QuickCalcs

Unpaired t test results

P value and statistical significance:

The two-tailed P value is less than 0.0001

By conventional criteria, this difference is considered to be extremely statistically significant.

Confidence interval:

The mean of BELOW N50.000 minus ABOVE N50.000 equals -9.9100

95% confidence interval of this difference: From -11.0422 to -8.7778

Intermediate values used in calculations:

$t = 17.2115$

$df = 366$

standard error of difference = 0.576

Review your data:

Group	BELOW N50.000	ABOVE N50.000
Mean	54.6200	64.5300
SD	5.1900	5.8100
SEM	0.3573	0.4637
N	211	157

CALCULATION OF HYPOTHESIS FOUR

QuickCalcs

Unpaired *t* test results

P value and statistical significance:

The two-tailed P value is less than 0.0001

By conventional criteria, this difference is considered to be extremely statistically significant.

Confidence interval:

The mean of RURAL & SEMI-RURAL minus URBAN & SEMI-URBAN equals -9.4700

95% confidence interval of this difference: From -10.6908 to -8.2492

Intermediate values used in calculations:

$t = 15.2548$

$df = 366$

standard error of difference = 0.621

Review your data:

Group	RURAL & SEMI-RURAL	URBAN & SEMI-URBAN
Mean	54.1100	63.5800
SD	5.1700	5.7300
SEM	0.3170	0.5674
N	266	102

Group	RURAL & SEMI-RURAL	URBAN & SEMI-URBAN
Mean	54.1100	63.5800
SD	5.1700	5.7300
SEM	0.3170	0.5674
N	266	102