Parental Socio-Economic Status, School Type and Teachers' Qualifications as Predictors of Academic Performance among Secondary School Adolescents in Ibadan Metropolis

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Abstract
This study examined parental socioeconomic status, school type and teachers' qualification as predictors of academic performance among secondary school adolescents in Ibadan metropolis. The study adopted the descriptive survey research design. A total of 200 secondary school adolescent students, selected from public and private secondary schools using stratified sampling technique, participated in the study. They responded to a researchers-developed instrument, the "Academic Performance Predictors Assessment Scale(r=0.90)". Three research questions were raised and answered in the study. Findings revealed that academic performance positively correlated with parental socio-economic status (r =.182) school type (r=.075)) and teachers' qualification (r= -.284). It also revealed that the three factors combined accounted for 10.6% (Adj.R^2=. 106) variance in academic performance. School type was found to be the strongest predictor of academic performance, followed by socioeconomic status and teachers' qualification in that order. It was recommended among others that public schools' climate should be geared towards maintaining teachers' orientations and motivation so as to bring the best out of qualifications which will in turn enhance academic performance. Students should be allowed to contribute in the choice of school so as to keep them focused and motivated to achieve success and show interest in their school. Government should implement policies that will ensure that unqualified teachers are out of the classrooms. Both public and private schools should endeavour to provide enabling environment for the students, so as to enhance high academic performance among adolescents in the school.

Keywords: Parental socio-economic status, School type, Teachers' qualifications, Academic performance and Secondary school adolescents

Introduction

There is a general agreement by parents, stakeholders and government that the huge investment on education is not yielding the desired dividend. Students have to put the greatest effort in their studies to obtain good academic performance, as it plays an important role in producing best quality students. Good academic performance, according to Ngozi and Cornelius (2015), is a performance that is adjudged to have scaled over an accepted standard. However, poor academic performance has been observed in school subjects among secondary school students (Oluremi, 2013). Egunsola (2014) stressed that poor academic performance is not only frustrating to the students and the parents, its effects are equally grave on the society. The better the performance of the students, the more effective the system is assumed to be (Philias & Wanjobi, 2011).

Ajayi (2012) asserted that there had been a general cry about the falling performance standard among students. Obiamaka (2014) confirmed that there is a consensus of opinion about the fallen standard of education in Nigeria. Fakeye (2012) revealed that students' performance was poor in both the Senior Secondary Certificate Examination (SSCE) and the West African Secondary Certificate (WAEC) examinations results in recent times. This is as a result of many factors including ownership of the school and level of facilities. When facilities are available and skillfully utilized, they influence learning and make it more meaningful. It is observed that students have low performance when they are not having access to standard facilities such as library equipment and adequate seats in the classrooms (Ngozi and Cornelius, 2015). Students' academic performance is affected by other factors which include students' learning skills, parental background, peer influence, teachers' quality, learning infrastructure, the socio-economic status of the parents, the type of school (private or public) as well as the qualification of the teachers handling academic activities in the school. Alos, Lawrence and Juan (2015) greatly emphasized the importance of having qualified teachers in the field of teaching, and said that success of any program is conditioned by the ability of the teacher to teach.

Parent's Socio-Economic Status

Parental socio-economic status has been identified as having effect on the student's academic performance in school. Socio-economic status could be defined more objectively with indices such as occupation, income and education. Family characteristics are a major source of disparity in students' educational outcomes. According to Obiamaka (2014), family characteristics, social background, parental valuation of education, students' characteristics and school perception were core determinants of parental participation in implementation of school improvement projects. In the submission of Udida, Ukway and Ogodo (2012), parents' education has the highest significant influence on the academic performance of students. The educational level of the parents has greater impact on parental involvement strategies in their role in helping children to have better education. Better-educated parents can contribute to their children's learning through their day-to-day interactions with their children and involving themselves in their children's school work (Ushie, 2012; Funmilola, Eunice and Emmanuel, 2013).

Parents' socio-economic status is an important variable which influence children academic performance (Asikhia, 2010; Safar, Karim, Saqib, Gulap and Muhammad, 2013; Muhammad and Mamuna, 2013). More family financial resources, which are associated with parents' occupation and educational attainment, often imply increased learning opportunities both at home and in school. Families with more financial resources may spend more money on books for children, and this may result in higher performance (Seyi & Helen, 2012; Safar et al., 2013). Parents with higher occupational status and educational attainment may also have higher aspirations and expectations for their children's education, which in turn can influence their commitment to learning. There is a

gap in academic performances betweenstudents of high and low socio-economic status families, and this socio-economic gap has lasting consequences (Bolu-Steve and Sanni, 2013; Oladele, Kazeem and Akintayo, 2014).

Osuafor (2013) has also found relationship between parents' socio-economic status and academic performance of secondary school students. Hafiz, Tehsin, Malik, Muhammad and Muhammad (2013) also added that parental involvement has significance effect in better Academic performance of their children. Femi and Adewale (2012) revealed parental socio-economic statuses of the students were identified to have significant effect on the academic performance of the students. undoubtedly, there was significant difference in performance scores of students on the basis of socio-economic status among secondary school students (Chand, 2014; Faiza and Fariha, 2014; Ngozi and Cornelius, 2015).

School Type

There is a disparity in students' academic performances between public and private schools, and many factors could be responsible for this. In terms of schooling inputs, evidences point to higher quality in private schools over the public schools (Manpreet, 2014). Text books appear to be readily available in private secondary schools than in public ones, despite reported free donations of text books to public schools by associations, voluntary organizations, agencies and individuals. Faiza and Fariha (2014) posited that teacher/student ratio in public schools are higher than the ratio in private secondary schools. Private schools look stronger and superior on observable measures and are widely perceived to provide a more valuable education than public secondary schools. Most private schools are well equipped, adequately staffed and with basic amenities (Okon and Archibong, 2015), while public secondary schools are poorly structured and inadequately ventilated, thus affecting academic performance (Oluremi, 2013). Private schools are also better in terms of the availability of human and physical facilities and consequently are better in students' performance than public schools. The quality of the condition of the school environment in which a child is brought up influence his learning and academic performance. Okon and Archibong (2015 noted that availability of resources in a school boosts the morale of both teachers and learners toward effective delivery of lesson and is a major factor contributing to academic performance.

Bolu-Steve and Sanni (2013) found that public secondary schools are disadvantaged in regard to those school resources which are conducive to educational success. Public schools provide inferior service, as advanced subjects are less available in most public schools, computer technology department may be poorly equipped if at all available (Obiamaka, 2014). Asikhia (2010) also reported that in public schools where educative materials are deprived, students suffer from academic deterioration. Oluremi (2013) concluded that students' performance in public schools is lower than that of private schools. Researchers (Philias & Wanjobi, 2011; Manpreet, 2014; Okon and Archibong, 2015; Rong'uno, 2017) were united in their reports that the type of school (private and public) makes a difference in student academic performance. Faiza and Fariha (2014) report that private secondary schools provide a more valuable education than public secondary schools. Evidence from school survey is consistent with the long-standing perception of the superiority of private schools over public schools.

Teacher Qualification

Qualification of teachers is an important determinant of students' academic performance in secondary schools, no doubt. According to Fakeye (2012), teachers' qualification, competence, teachers teaching experience and teaching skills are some of the variables influencing students' performance. Secondary school students learn more from teachers who hold higher qualifications in the subjects they teach and from experienced teachers than they do from less qualified ones (Adeyemi, 2011). Teacher's effectiveness in the class and his/her ability to impart knowledge in the students depends largely on his/her qualification, as it has been argued that teacher competence is a function of teacher qualifications (Oladele, Kazeem and Akintayo, 2014). A teachers' qualification determines the quality of the teacher's job performance in the class and the totality of the input of the teacher towards the attainment of educational objectives (Onesto and Kaselema, 2015).

Experience improves teaching skills while pupils learn better at the hands of well-qualified teachers. Teachers' integrity, performance and quality could all stem from teacher qualification. Teacher's academic qualification contributes to teacher's quality (Femi and Adewale, 2012) and also teacher's quality translates to teaching experience and teacher's job commitment (Adeyemi, 2011; Onesto and Kaselema, 2015). Teachers' qualification determines to a very large extent the academic achievement of the children (Akinfe, Olofinniyi & Fashiku, 2012). Fakeye (2012) reveal that inadequacy of trained teachers with good qualifications and poor remuneration for teachers are factors influencing students' poor academic performance. Musa (2014) found that less qualified teachers are responsible for incessant poor academic performance among secondary school students. Fehintola and Audu (2012) found that teachers' qualification had significant effect on students' academic performance. In actual sense, teachers' qualifications correlate with academic failure, as good quality teachers produced better performing students (Akinfe, Olofinniyi and Fashiku, 2012; Oluremi, 2013; Rong'uno, 2017).

Statement of the Problem

There is a general cry about the falling standard of academic performance among adolescent students. These students' academic performance has been affected by many factors outside the students which include the socio-economic status of the parents, the type of school (private or public) as well as the qualification of the teachers handling academic activities in the school among others. Many parents are not economically buoyant to provide funds for the needs of the students; hence their wards are not coping well with school challenges. There have been obvious differences in academic performances between students of private and public schools as private

schools are doing all possible things to overedge public schools and there are doing this successfully. There is also the importance of having qualified teachers in the field of teaching, as the success of any program is conditioned by the ability of the teacher to teach. This study therefore investigated relationships existing among parental socio-economic status, school types, teachers' qualifications and students' academic performance.

Research Questions

(i) What is the relationship between the independent variables (parental socio-economic status, school type and teachers' qualification) and the dependent variable (academic performance) among secondary school adolescent students in Ibadan?

(ii) What is the joint contribution of independent variables (parental socio-economic status, school type and teachers' qualification) on the dependent variable (academic performance)?

(iii) What is the relative contribution of the independent variables (parental socio-economic status, school type and teachers' qualification) on the dependent variable (academic performance)?

Methods

The study adopted the descriptive design of the correlational type. Participants were two hundred (200) students randomly selected from public and private secondary schools in the Ibadan metropolis. They responded to researchers-developed instrument, the "Academic Performance Predictors Assessment Scale(r=0.90)". Data were analysed using Pearson Product Moment Correlation Coefficient and multiple linear regression to answer the three research questions at 0.05 level of significance.

Results

Research Question 1: What is the relationship between the independent variables (parental socio-economic status, school type and teachers' qualification) and the dependent variable (academic performance) among secondary school adolescent students in Ibadan?

Table 1: Correlation table showing the relationship between independent and dependent variables

Variables	Mean	Std. Dev.	r	P
Academic Performance	70.60	6.90	1.000	0.000
Parental socio-economic status	36.79	9.28	0.182	0.000
School Type	1.67	0.469	0.075	0.029
Teacher Qualification	46.79	10.28	0.284	0.000

Table 1 revealed the relationship of each independent variables (parental socio-economic status, school type and teachers' qualification) with the dependent variable (academic performance). Academic performance positively correlated with parental socio-economic status ($r = .182$, $P<0.01$), school type ($r=.075$, $p<0.01$), and teachers' qualification ($r= -.284$, $p<0.01$). This implies that the higher the parental socio-economic status, the better the school type (in this case, private school), the better the teachers' qualification, the brighter the chance of the student in academic performance.

Research Question 2: What is the joint contribution of independent variables (parental socio-economic status, school type and teachers' qualification) on the dependent variable (academic performance)?

Table 2: Summary of regression for the joint contributions of independent variables to the prediction of academic performance.

R =.340
R Square =.116
Adjusted R square =.106
Std. Error =2.39643

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	199.592	3	66.531	11.586	.000[b]
	Residual	1527.608	196	5.743		
	Total	1727.200	199			

Table 2 reveals significant joint contribution of the independent variables (teachers' qualification, socio-economic status and school type**)** to the prediction of academic performance. The result yielded a coefficient of multiple regressions R = 0.340 and multiple R-square = 0.116. This suggests that the three factors combined accounted for 10.6% (Adj.R^2= .106) variance in the prediction of academic performance. The other factors accounting for the remaining variance are beyond the scope of this study. The ANOVA result from the regression analysis shows that there was a significant effect of the independent variables on academic performance, $F_{(3, 266)} = 11.586$, $P<0.05$. $\eta^2= 0.12$, this implies that the independent variable has moderate effect in the variation of dependent variable.

Research Question 3: What is the relative contribution of the independent variables (parental socio-economic status, school type and teachers' qualification) on the dependent variable (academic performance)?

Table 3: Relative effect of the independent variables to the prediction of academic performance

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.665	1.608		4.766	.000
	Socio-economic status	.293	.099	.184	2.960	.003
	School type	.270	.083	.201	3.253	.001
	Teacher qualification	.028	.022	.075	1.273	.008

Table 3 shows that the three predictors **(**teachers' qualification, socio-economic status and school type**)** are potent predictors of academic performance. The most potent factor was school type (β = .201, t= 3.253, P<0.05), followed by socioeconomic status (β = .184, t= 2.960, P<0.05), and teacher's qualification (β = .075, t= 1.273, P<0.05). This implies that, a better school type will improve academic performance by 20.1%, socioeconomic status will increase academic performance by 18.4% while teacher qualification will increase academic performance by 0.75%.

Discussions

The relationships between the independent variables (parental socio-economic status, school type and teachers' qualification) and the dependent variable (academic performance) have been revealed. The outcome of the analysis reveals that academic performance had significant correlation with parental socio-economic status (r = 0.293 p<0.05), school type (r = 0.270 p<0.05) and teachers' qualification (r = 0.028 p<0.05) on the respondents. It is now revealed that parental socio-economic status influence adolescents' academic performance among secondary school adolescent students. This result corroborates the earlier findings of Osuafor (2013) who has also found relationship between parents' socio-economic status and academic performance of secondary school students. Other researchers (Asikhia, 2010; Safar, Karim, Saqib, Gulap and Muhammad, 2013; Muhammad and Mamuna, 2013) buttressed this finding that parents' socio-economic status is an important variable which influence children academic performance, as most families with low socio-economic status cannot afford to train their children properly in the school. It also revealed that school type influence adolescents' academic performance among adolescent students. This result is supported by the finding of Manpreet (2014) who reported that evidences point to higher quality of private schools over the public schools in terms of almost everything considered like schooling inputs, student/teacher ratio and other facilities. Researchers (Philias & Wanjobi, 2011; Manpreet, 2014; Okon and Archibong, 2015; Rong'uno, 2017) were also united in their reports that the type of school (private and public) makes a difference in student academic performance. Findings revealed also that teacher's qualification also influenced adolescents' academic performance among adolescent students. This finding is in agreement with that of Fehintola and Audu (2012) who found that teachers' qualification had significant effect on students' academic performance. Supporting this finding are also other researchers (Akinfe, Olofinniyi and Fashiku, 2012; Oluremi, 2013; Rong'uno, 2017) who have reported that teachers' qualifications correlate with academic failure, as good quality teachers produced better performing students.

Findings have equally revealed the joint contribution of independent variables (parental socio-economic status, school type and teachers' qualification) on the dependent variable (academic performance). It shows that all of parental socio-economic status, school type and teachers' qualification jointly predict 0academic performance **among secondary school adolescent students** when pulled together. These findings are in tandem with the findings of Femi and Adewale (2012) who revealed that parental socio-economic statuses of the students were identified to have significant effect on the academic performance of the students. No doubt, families with more financial resources may spend more money on books for children, and this may result in higher performance. Bolu-Steve and Sanni (2013) also agreed that there is a gap in academic performances between students of high and low socio-economic status families, and this socio-economic gap has lasting consequences. On the issue of school type as a predictor of students' academic performance, Faiza and Fariha (2014) report that private secondary schools provide a more valuable education than public secondary schools, supporting the finding of this study. It is also in line with an earlier assertion by Oluremi (2013) that students' performance in public schools is lower than that of private schools. On teachers' qualification as a predictor of performance among adolescent students, the finding of this study is being supported by Onesto and Kaselema (2015) who had reported that teachers' qualification determines the quality of the students' academic performance. This is as a result of secondary school students learning more from teachers who hold higher qualifications in the subjects they teach and from experienced teachers than they do from less qualified ones (Adeyemi, 2011).

The relative contribution of the independent variables (parental socio-economic status, school type and teachers' qualification) on the dependent variable (academic performance) has also been unveiled, as the result shows that all of parental socio-economic status, school type and teachers' qualification are potent predictors of academic performance. The most potent factor was school type (β = .201, t= 3.253, P<0.05), followed by socioeconomic status (β = .184, t= 2.960, P<0.05), and teacher qualification (β = .075, t= 1.273, P<0.05). The finding of this study that school type has so much power and influence on the academic performance of secondary school adolescent students is being corroborated by that of Manpreet (2014) who reported that evidences point to higher quality of private schools over the public schools in terms of almost everything considered like schooling inputs, student/teacher ratio and other facilities. Researchers (Philias & Wanjobi, 2011;

Manpreet, 2014; Okon and Archibong, 2015; Rong'uno, 2017) were also united in their reports that the type of school (private and public) makes a difference in student academic performance. Most private schools are well equipped, adequately staffed and with basic amenities (Okon and Archibong, 2015), while public secondary schools are poorly structured and inadequately ventilated, thus affecting academic performance (Oluremi, 2013). Oluremi (2013) added that students' performance in public schools is lower than that of private schools. The socio-economic status of parents also predicted the academic performance of students as found in this study. This is in tandem with the findings of Safar, Karim, Saqib, Gulap and Muhammad (2013) as well as that of Muhammad and Mamuna (2013) that parents' socio-economic status is an important variable which influence children academic performance, and that families with low socio-economic status cannot afford to train their children properly in the school. This result corroborates the earlier findings of Osuafor (2013) who has also found relationship between parents' socio-economic status and academic performance of secondary school students. Lastly, finding revealed that teachers' qualification as a predictor of performance among adolescent students. This finding is in agreement with that of Onesto and Kaselema (2015) who had reported that teachers' qualification determines the quality of the students' academic performance. This finding also agrees with that of Fehintola and Audu (2012) who found that teachers' qualification had significant effect on students' academic performance. Other researchers (Akinfe, Olofinniyi and Fashiku, 2012; Oluremi, 2013; Rong'uno, 2017) have earlier reported that teachers' qualifications correlate with academic failure, as good quality teachers produced better performing students.

Conclusion

This study investigated influence of socioeconomic status, school type and teachers' qualification on academic performance of secondary school students, and found that parental socioeconomic status, school type and teachers' qualification significantly predicted academic performance among secondary school students. It can be concluded that students' maximum academic performance is a function of better school type, higher socioeconomic status and higher teachers' qualifications.

Recommendations

Based on the findings of this study the following suggestions were made:

Public school climate should be geared towards maintaining teachers' orientations and motivation mode so as to bring the most out of their best practices and knowledge which will in the long run enhance academic performance.

It is also recommended that students should be allowed to contribute in the choice of school so as to keep them focused and motivated to achieving success and show interest in their school. Government should implement stern policies that will ensure that unqualified individual does not emerge as a teacher. The public and private schools should endeavour to provide enabling environment for the students of the schools, so as to enhance high academic performance among adolescents in the school and also improve their behavioural attitude within and outside the school environment.

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