



THE IMPACT OF PARENTS' INCOME AND EDUCATIONAL BACKGROUND ON STUDENTS' ACADEMIC ACHIEVEMENT IN EDUCATIONAL TECHNOLOGY IN NIGER STATE, NIGERIA

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ABSTRACT

This study examined the impact of parents' income and educational background on students' academic achievement in educational technology in Niger state. The study utilized a descriptive survey design and the questionnaire was used for collecting data. Two research questions were answered and two hypotheses were tested at a 0.05 level of significance in this study. Descriptive and inferential statistics of mean, standard deviation and t-test were used to analyze the data. A grand mean of 2.50 was used for decision making. The findings of this study revealed that students study daily and differently regardless of their parent's income and the income of the parent varies thereby students tend to attain academic achievement despite their parent's income. It was therefore recommended that parents should give maximum financial support to their children to enhance their academic achievement; Government should formulate policies such as scholarship for students from low socio-economic status and soft loans for the parents to enable such students to have an equal opportunity to education as children from high socio-economic status.

KEYWORDS

Parents' Income, Educational Background, Academic Achievement and Educational Technology.

Introduction

A Sound Education is a backbone for any nation to develop and also the process whereby a nation can be built. Abdu-raheem (2015) defines education as a process by which the mind of a human being develops through learning at homes, streets, religious institutions like churches and mosques, schools, colleges or universities. It is also a process whereby a person develops attitudes and abilities that are considered to have value and relevance in society. It is the best legacy a nation can give to its citizens especially the youths. Every nation hoping to have bright future needs to emphasis education because it is the only way to ensure the development of any nation. (Yusuf and Al-Banawi 2013) in Abdu-raheem (2015) noted that education must be considered as a key investment in modern economies because, as previously seen within the framework of a knowledge-based economy, there is a strong and positive correlation between economic activity and education in explaining economic growth. For any nation to develop they must put more consideration on the education of their nation. Dagbo (2014) stated that education is an important tool for social growth, development and interaction of all elements in the society for its economic, social and political well-being. Also, Olayanju (2014) posited that education plays a critical role in human capacity building and skills acquisition.

Nigeria system of education provides basic education at the primary, secondary, colleges of education, polytechnics, mono-technics and universities. Educational Technology programme is one of the courses offered in universities and colleges of education to train individuals to become innovative professional teachers who can demonstrate competence and resourcefulness in instructional design, development, implementation and evaluation of instructional media required in a global society to transform schools into digital age learning environments.

In Educational technology programme, students' academic achievement needs to be taken seriously so that students' academic progression can be tracked. According Epunam (1999) defined achievement as the learning outcomes which include knowledge, skills that are acquired and retained through a course of study within and outside the classroom situation that can help to have better achievement in the public examination. Jimoh (2010) also observed that students' achievement connotes performance in school subjects as symbolized by a score on an achievement test. Furthermore, Anene (2005) in Jimoh (2010) explained that achievement is quantified by a measure of the student's academic standing in relation to those of other students of his/her age. Student achievement can also be seen as a level or measure of knowledge students can acquire. For students to have a better academic achievement there must be proper support from the parent to enable the students to be able to concentrate on the studies effectively. Educational researchers such as Erdener and Knoepfel (2018) have been interested in the positive effects parental support can have on students' academic achievements and successes. Parent involvement increases students' academic achievement and self-esteem (Erdoğan & Demirkasımoğlu, 2010) while decreasing absenteeism and behavioural problems (Sezer, 2016). Epstein (2005) also emphasized, "parental support as an essential component of school improvement, linked to the curriculum, instruction, assessments, and other aspects of school management".

Parental support is defined as those behaviours shown by the parents, both in-home and school settings, meant to support the development of their children and facilitate their educational success (El Nokali, Bachman, & Votruba-Drzal, 2010). Parent support is very important to the students' academic achievement. Parental support in education can be in many different ways. To illustrate, there may be different types of support such as caring about child's lessons and assignments at home, playing educational games, attending parent-teacher meetings, being in contact with teachers, watching school demonstrations, attending school trips and playing an active role in the school's decision-making process. Parent support according to (Knisely, 2011) is defined as parent asking about their children's homework, contacting a teacher, and also, watching every single move a student makes. (Knisely, 2011) furthermore note that parent support includes parent-student communication, family rules with consequences, parental support of academics, parent-school communication initiated at a school level versus the teacher level as well as parents checking on students. Bora and Ahmed (2018) noted that parental support means the parent's interaction with their child's school heads or teachers, communication with their children regarding different school activities. Also Gray (1996) established that those students had better achievement that had parental support for activities without any gender difference. The role assigned by parents for themselves and the school determines the type and the level of support in the activities in children's educational process. Furthermore, parent support is conceived of as a form of social capital. Parents invest their time, attention, and resources in their children with the expectation of a return – namely that their children will perform better in school, become literate and become useful to themselves and the society at large.

Parental support is an important ingredient for the remedy for many problems in education and it has positive influences on students' academic achievements (Fan & Chen, 2001). On the other hand, Fan and Chen (2001) said that parental supervision had a weak relationship with students' academic achievement; though parental aspiration or expectation for children's educational achievement had a considerably stronger relationship with students' academic achievement. Additionally, Coleman and McNeese (2009) claimed that "the relationships between parental support and student motivation, and parental support and academic achievement both showed a negative correlation. Families support children's learning and growth from cradle to career, so they impact child development across all grades (Rosenberg & Lopez, 2010). Parents' demographics (e.g., parents' education level, socioeconomic status, and marital status) may be influential on parent support. There is a relationship between parents' demographic characteristics and parent support. Although there is a general consensus that income, education and occupation of parents represent social status better than any of these alone, there is no consensus on how best to use the three variables together, whether it works best to examine the relationship between social status and students' academic performance or outcomes using the variables together, or each variable singly and how best to measure each component. It, therefore, noted that many student's performances are poor due to lack of adequate parental support, many students find it difficult to perform better because they need to finance themselves in their academics. An average Nigerian university undergraduate is generally expected in this harsh economic condition to partake in full or part in offsetting the socio-economic cost of university

training by finding alternative ways of taking care of his or her educational needs and still graduate with excellent performance.

Parent income as a support for students' academic achievement helps the students. Parents' social status which is heavily dependent on their income has some influence on children's upbringing and consequently, their attitude and predisposition towards their goals and aspiration in life. Many children leave school because of poor financial background and yet others leave because their parents do not contribute to the total school expenditure satisfactorily and so on.

Many students tend to perform better due to their educational background while some still perform fairly. Researchers such as Odoh, Ugwuanyi, Odigbo and Chukwuani (2017) note that due to high level of illiteracy or poor parents' educational background, some Nigerian families view an undergraduate student in the university as an adult that can fend for him or herself and who should demand less of financial support from his or her family. This is largely a consequent of the parents' poor occupational backgrounds and low level of education. It, therefore, noted that many student's performances are poor due to lack of adequate parental support, many students find it difficult to perform better because they need to finance themselves in their academics as a result of parents lack of meaningful occupation. It is on this note that this study seeks to access the impact of parents' income and educational background on students' academic achievement in educational technology in Niger state.

Research Objectives

This study aims to examine the impact of parents' income and educational background on students' achievement in educational technology in Niger state. Specifically, the study will achieve the following objectives:

1. The impact of parents' income on students' academic achievement in educational technology in Niger state.
2. The impact of parents' educational background on students' academic achievement in educational technology in Niger state.

Research Questions

The following research questions were developed to guide the study

1. What is the impact of parents' income on students' academic achievement in educational technology in Niger state?
2. What is the impact of parents' educational background on students' academic achievement in educational technology in Niger state?

Research Hypothesis

The following null hypothesis will be tested at the level of 0.05 significance

HO₁: There is no significant difference in the mean response of male and female students on the impact of parent income on student academic achievement in educational technology in Niger state.

H₀₂: There is no significant difference in the mean response of male and female students on the impact of parent's educational background on student academic achievement in educational technology in Niger state.

METHODOLOGY

A descriptive survey research design was chosen to assess the impact of parents' income and educational background on students' achievement in educational technology. A descriptive survey design involves collecting and analyzing data from the whole population or representative sample of the population through the use of questionnaire in order to answer questions concerning conditions or relationships that exist, practices that prevail, point of view or attitudes that held among others. Purposive sampling technique was used to select institutions that have educational technology department in Niger state. Only one has the department at the undergraduate level in Niger State. Therefore, the study was carried out in the school in Niger state. The targeted population for the study comprises of 350 students (200 male and 150 female students) from all levels in the department of Educational Technology. A questionnaire title Impact of Parents Income and Educational Background on Students' Achievement in Educational Technology (QIPIEBSAET) was the research instrument used for the study. The questionnaire comprises respondent's data and items which deals with the impact of parents' income and educational background on student academic achievement in educational technology in Niger state. All the items were presented using 4-point rating scale with the respondents' categories of Strongly Agree (SA=4), Agree (A=3), Disagree (D=2), Strongly Disagree (SD=1). The instrument was validated by experts and also, the reliability of the research instrument was ascertained using the Cronbach Alpha formula which yielded a coefficient of 0.78. data obtained from the respondents were analysed using descriptive and inferential statistics. Mean and the standard deviation was used to answer research questions while t-test statistics were used to test the null hypotheses. A decision mean of 2.50 was used in this study where an item with a response below 2.50 was regarded as Disagree and an item with the response of 2.50 and above was regarded as Agree.

RESULTS

Research Question 1

What is the impact of parents' income on students' academic achievement in educational technology in Niger state?

Table 1: mean response of students' on the impact of parents' income on student academic achievement in educational technology in Niger state.

S/N	ITEMS	N	\bar{X}	SD	Remark
1	The income of my parents which is below ₦5,000 - ₦18,000 has improved my academic achievement.	350	2.48	0.52	Disagreed
2	The income of my parents which is between ₦20,000 - ₦50,000 has improved my academic achievement.	350	2.44	0.52	Disagreed
3	The income of my parents which is between ₦60,000 -	350	3.38	0.49	Agreed

	₦150,000 has improved my academic achievement.				
4	The income of my parents which is between ₦160,000 - ₦250,000 has improved my academic achievement	350	3.45	0.53	Agreed
5	The income of my parents which is between ₦251,000 - ₦300,000 has improved my academic achievement.	350	3.48	0.50	Agreed
6	The income of my parents which is between ₦301,000 - ₦600,000 has improved my academic achievement.	350	3.50	0.55	Agreed
7	The income of my parents which is ₦601,000 and above has improved my academic achievement.	350	3.33	0.47	Agreed

Table 1 showed that all the students disagreed on items 1 to 2 but agreed on all items 3 to 7. This is because the mean response of item 1 to 2 was below 2.50 and the mean response of item 3 to 7 are above 2.50 which was agreed on the 4-points response options. The standard deviation score ranged between 0.47 and 0.61. This showed that the responses of the male and female students on the items were divergent.

Research Question 2

What is the impact of parents’ educational background on students’ academic achievement in educational technology in Niger state?

Table 2: mean response of male and female students on the impact of parent educational background on student academic achievement in educational technology in Niger state.

S/N	ITEMS	N	\bar{X}	SD	Remark
1	My academic achievement would have been better if my parents had more academic exposure.	350	3.29	0.56	Agreed
2	The educational background of my parents made them provide early childhood learning toys when I was a kid.	350	3.31	0.57	Agreed
3	The educational background of my parents made them send me to a good school where there are e-library and electronic resources.	350	3.25	0.61	Agreed
4	I experienced child abuse from my parents because of their academic background.	350	3.24	0.56	Agreed
5	I attended public schools with low learning facilities because of my parents’ academic background.	350	3.31	0.54	Agreed
6	The educational background of my parents made them purchase journals, books and other academic materials needed for my studies.	350	3.34	0.50	Agreed

Table 2 showed that the students agreed on all items from 1 to 10. This was because none of the mean response was below 2.50 which was agreed on the 4-point response options. The standard deviation score ranged between 0.50 and 0.64. This showed that the responses of the male and female students on the items were not divergent.

Hypothesis 1

There is no significant difference in the mean response of male and female students on the impact of parents' income on student academic achievement in educational technology in Niger state.

Table 3: t-test on the impact of parent income on student academic achievement in educational technology in Niger state.

Respondents	N	X	SD	df	t-cal	p-value	Remark
Female students	150	3.39	0.50	348	0.489	0.06	NS
Male students	200	3.47	0.57				

Table 3 showed that there was no significant difference in the responses of male and female students on all the items as the impact of parent income on student academic achievement in educational technology in Niger state; therefore, the null hypothesis of no significant difference was upheld at 0.05 level of significance.

Hypothesis 2

There is no significant difference in the mean response of male and female students on the impact of parents' educational background on student academic achievement in educational technology in Niger state.

Table 4: t-test on the mean response of male and female students on the impact of parent educational background on student academic achievement in educational technology in Niger state.

Respondents	N	X	SD	df	t-cal	p-value	Remark
Female students	150	3.28	0.53	348	0.539	0.10	NS
Male students	200	3.35	0.56				

Table 4 showed that there was no significant difference in the responses of male and female students on all the items on the impact of parent educational background on student academic achievement in educational technology in Niger state.; therefore, the null hypothesis of no significant difference was upheld at a 0.05 level of significance.

Discussion

Table 1 shows the result on the impact of parents' income on student academic achievement in educational technology in Niger state. The finding reveals that the income of the parent varies thereby

students tend to attain academic achievement despite their parent's income. The table indicated that the students agree to the fact that their parents' income can influence their achievement. It can however be positive or negative. The findings of this study are in line with Mayer (2015) observed that the children of affluent parents are more likely to succeed in their academics than the children of poor parents probably because the rich parents spend more on their textbooks and other activities that can enhance students' achievement than poor parents. Parents with high income invest more in their children and these investments lead to better academic outcomes for their children. The result of the study is in line with the finding of Uslu and Nilay (2012) study which revealed that students whose parents had better jobs and higher levels of income tend to have higher levels of literacy performance. Nitika, (2014) observed that economically stable parents were in a position to provide recourses and materials and enrol students to the schools of their choice. Hypothesis on the impact of parent's income shows that both male and female students perform well as there was no significant difference in their achievement.

Table 2 show the impact of parents' educational background on student academic achievement in educational technology in Niger state. The findings show that parent background influences students' academic achievement. Students agree that their academic achievement will be better if their parents had more academic exposure. Students' from parents with low academic background attended public schools with low learning facilities. Finally, the educational background of parents will make them to purchase textbooks, educational tablets and other academic materials needed for studies. This finding is similar to the earlier findings of Zehri and Abdelbaki (2013) who submit that parents' education background influences the academic achievement of students. This is because the parents would be in a good position to be second teachers to the child, and even guide and counsel the child on the best way to perform well in education and provide the necessary materials needed by the child. This point of view was supported by Saila and Chamundeswari (2014) that a child that comes from an educated home would like to follow the steps of his or her family and by this, work actively in his or her studies. Muruwei (2011) revealed that there is an influence of parental level of education on their children in the English Language at the Senior Secondary level of education. The researcher observed that the parents' level of education affects children's academic performance, other variables such as facilities and the learning environment are also very important. Besides, Amazu and Okoro (2015) revealed that parents' social status influenced the academic performance of students in the Aba Education Zone of Abia State, Nigeria.

Hypothesis review that the parent's background also influences the academic performance of students this is in line with Zehri and Abdelbaki (2013) who submitted that parents' education background influences the academic performance of students. This is because the parents would be in a good position to be second teachers to the child, and even guide and counsel the necessary materials needed by the child.

Conclusions

This study provided evidence that the home environment and parent-student dynamics would control the effect of many variables on student achievement. Parents' income and educational levels impacted their children academic achievement. This body of research will make universities' services for students from all

backgrounds more effective when preparing students to be academically successful at a post-secondary level.

Parents who have high educational background will be involved in their student's education and will have a better understanding of ways to help their child academically. If the parent is involved with their child and their school, they will be more supportive of the child and the school. Parents who value their child's education will ensure that the student is in class and engaged. They will also be more likely to encourage their child to participate in academically related trips and activities.

Recommendations

Based on the findings of the study, the following recommendations were made.

- 1 Parents should give maximum financial support to their children to enhance their academic performance.
- 2 Parents without education and those with low educational qualifications should be enlightened to send their children to home lessons after school hours, by weekends and during holidays to improve their academic performance.
- 3 The government should provide books, laptops and other educational facilities for schools to enable all students to have equal access to academic facilities. This will bridge the gaps between the rich and the poor students academically.

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