



RESEARCH ARTICLE

INFLUENCE OF SOCIO-ECONOMIC STATUS OF PARENTS' INCOME AND MOTIVATION ON THE
ACADEMIC ACHIEVEMENT OF CHEMISTRY STUDENTS

*Dr. Iheanyi O. Igwe

Department of Science Education, Faculty of Education, Ebonyi State University, Abakaliki

ARTICLE INFO

Article History:

Received 18th January, 2017

Received in revised form

12th February, 2017

Accepted 22nd March, 2017

Published online 30th April, 2017

Key words:

Socio-economic status,
Chemistry, income,
Motivation.

ABSTRACT

This study investigated the extent socio-economic status of income and motivation influence academic achievement of Chemistry students in Abakaliki Education zone, Ebonyi State. Three research questions were formulated to guide the study and two hypotheses were tested in the study. Two structured questionnaire and Chemistry Achievement Test (CAT) were major instruments used to collect the relevant data for the results of the study. The main questionnaire for the study had a reliability coefficient of 0.78 using the Cronbach Alpha Approach while the Chemistry Achievement Test had a reliability coefficient of 0.88 using Kuder-Richardson-20. A total of 306 senior secondary II students were used for the study as sample. Data collected were subjected to analysis using mean and standard deviation for the research questions while t-test statistic was used to test the hypotheses. The results of the study showed that parents' level of income and motivation do influence Chemistry students' academic achievement. The two hypotheses tested were significant. The researcher therefore recommended among other things that parents should work hard to get sufficient funds to cater for their children's needs both in the home and at school. Again, there should be optimum motivation in different kinds to encourage the children to have interest in their schooling so that they can develop positive attitude towards their studies. The schools should ensure the provision of both qualified teachers and material resources to motivate the students also. When these recommendations are implemented, the academic achievement of chemistry students would increase tremendously.

Copyright©2017, Dr. Iheanyi O. Igwe. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Citation: Dr. Iheanyi O. Igwe. 2017. "Influence of socio-economic status of parents' income and motivation on the academic achievement of chemistry students", *International Journal of Current Research*, 9, (04), 49627-49633.

INTRODUCTION

The relevance of chemistry as a requirement for successful practice of science and technology and effective growth of any nation cannot be under-estimated. The impact of chemistry as a branch of science can be seen in all sectors of the nation's economy, in such areas as, transportation, communication, chemical industries, agriculture and education (Igwe, 2002 and 2012). The grouping of nations of the world into developed, developing and underdeveloped is directly measured and documented accurately too by the number of chemists, physicists, engineers, pharmacists, doctors, agriculturists and science educators that the nation could produce (Igwe, 2016). Over the years, it could be observed that students' achievement in chemistry especially at the senior secondary level worsens as years go by and many students seem to have negative attitude towards the subject, consequent upon lack of interest. Chemistry is commonly regarded as the central science, owing to its confluence and influence (Ahiakwo, 2002). Igwe (2012) defined chemistry as the branch of science that deals with composition and changes in matter.

Therefore chemistry can be said to be the science that deals with structure and composition of non living matter and changes that they undergo when they are subjected to condition that are otherwise not their original or natural conditions. With regard to the importance of chemistry, there will be a high expectation in the level of enrollment of secondary school students especially the science students, but the reverse has been the case as students in secondary school are running away from this branch of science and if possible other science students will like to avoid it (Bajah, 1999). In secondary schools, there are variations in academic achievements of students. Some achieve high; others achieve average while some still achieve low in their internal and public examinations (Johnson, 2000; Onwuegbuna, 2013). Parents and students are worried about this situation because these are students who aspire to further their education after leaving school but could not necessarily acquire entry qualification into higher institution of learning (Ogbonna, 2004). The secondary level of education is crucial in the education system for it helps to equip students to live effectively in our modern age of science and technology. It is the level at which the foundation of art and science is laid and which also prepares students for higher education (FRN,

*Corresponding author: Dr. Iheanyi O. Igwe

Department of Science Education, Faculty of Education, Ebonyi State University, Abakaliki

2013). The above situation and injunction justify the free and compulsory primary and secondary education introduced by Ebonyi State Government after its creation in 1996. It is known that at the present level of educational development in the State, many people including parents still look on education as only what goes on in the classroom and that students' academic achievement depends entirely on their ability and effort to learn at school. According to Udo (1990), many educational psychologists and sociologists have also opined that socio-economic factors are strong determinants of a child's performance in mental activities. Sequel to this circumstance, Douglas in Udo (1990) asserted that child upbringing practices and utilization of educational opportunities as well as how resources are organized in the family to meet the child's need tend to differ between the upper, middle and low class strata and classes.

Douglas further asserted that students who come from low income parents hardly have materials for their school work. Such students also have little or no motivation/encouragement and may not be very familiar with school lessons and so indulge in truancy and absenteeism. On the contrary, students from middle and high social classes tend to have sufficient funds to spend on their children, who are properly fed on balanced diet, have neat surrounding and their health taken care of (Udo, 1990). This does not seem to be the case with children from low socio-economic class who may not be properly fed, lived in a slum and their health not properly taken care of because of low income. The children may be very sick due to all these and they cannot be effective in the classroom. All these combine to lower their efficiency in the classroom in terms of achievement. Nwabachili (1991) in supporting the above view asserted that children from lower class stratum do not eat well and are usually over burdened with domestic chores. So they virtually have no time for any type of meaningful study outside the school. This researcher feels that the above situations tend to retard the overall development of students academically.

It is on the basis of the above that Ogunbameru and Rotimi (2006) pointed out that the home begins the process of education satisfying the physical and psychological needs of the child and transmitting culturally accepted behaviours through learning and social training. The child learns the basic skills, behaviour and attitudes. This means that by the time he/she enters school, he/she has formed some habits as he/she is conscious of the family's status and position in the society, his/her personality is formed. The child has acquired some education but the quality and extent of education depend on the parents' income and overall environment in which he/she lives (Field and Smith, 1998; Thomas, 2003). The financial support of parents from home may influence his attitudes towards school and academic achievement. From the above instances of child's support and provision, the home and the school play complementary roles in the education of the child. It is obvious that no other involved in the upbringing of the child is so closely linked with the school as the home. By the time a child enters elementary and secondary school, he is already conscious of his father's status and his personality is almost formed. This is why Musgrave (2005) in his psychoanalytic theory put so much emphasis on the first few years in the life of a child because whatever happens later in adult life has a root in the early critical periods. The type of education depends on the social class he comes from and this may later determine how well he will perform in school.

The progress of children in school is equally influenced by the motivation they get from home; getting better schools for them, buying for them all the necessary school materials, good feeding, provision of home amenities that facilitate learning, e.g. library and part time teachers to teach them after official school periods (Henderson, 1997; Nwachukwu, 2011). It is commonplace and a pity that students from illiterate and poor environment have little or no stimulating environment for academic work (Eze, 2003). So if the foundation laid by the home is not strong, sound and conducive, the child may not stand to benefit adequately from his home for his/her overall education. But when the home performs its educational functions of motivation satisfactorily and effectively, which notably includes prompt payment of fees, the school can hopefully strengthen the foundation of greatness and intellectual achievement laid for the child. The child would show interest and exhibit positive attitude towards his/her studies.

It is in realization of the above that Sears, Maccoby and Lewin in Abiodun (1997) indicated that the intelligence quotient (I.Q.) of students with middle socio-economic status is generally higher than those of their counterpart from the lower socio-economic status. Learner (2008) on the other hand agreed that the intelligence of lower class children is not responsible for their failures because some of them have very high intelligent quotient and if given the same environment, generally based on motivation, some of the children from lower class parents will readily perform better than their counterparts from the middle class. They maintained that although inferior intelligence has been the most plausible explanation, intelligent quotient test related to social class background indicated that different intelligence is not the only answer (Obemeata, 2000). Ebonyi State being one of the newly created States in Nigeria and one that is not financially viable, the incidence of school output has been poor especially in the sciences like chemistry (Igwe, 2012). Again, most of the parents are peasant farmers whose daily activities are bound to affect the school work of their children due to non-motivation of parents towards their children in terms of provision of school needs. The level of development in Ebonyi State is still low, which implies that most of the parents are rural dwellers whose socio-economic status can best be described as low. This situation is one that could mean so much to the education of their children in adverse ways. This researcher fears that the above tendencies may be contributing to the low achievement of the children in school, though not empirically established. In the light of the above, this researcher decided to package this study to attempt to establish the influence of socio-economic status of parents' income and motivation on chemistry students' academic achievement in Abakaliki Education zone of Ebonyi State.

Statement of the Problem

Academic achievement of students depends not only on the quality of instruction at school, availability of educational facilities in school, students intelligent quotient but also on other important factors, one of which is the home environment that rests solidly on their socio-economic status of income and motivation. The type of home environment that is most conducive to learning and which will give rise to attainment of academic achievement has been described as a high socio-economic environment. This has given rise to the question of whether or not the socio-economic position of parents in terms

of income and motivation do indeed influence the academic achievements of their children at school. The hunch in this study centres on an achievement gap as a result of socio-economic status occasioned by income (economic) and motivation of parents. Do the above factors influence the academic achievement of chemistry students in senior secondary schools? This question constitutes a problem especially since the same teachers under the same conditions teach the courses and they are all exposed to the same educational facilities and conditions in the schools.

Purpose of the Study

The major purpose of the study was to ascertain the influence of socio-economic status of parents' income and motivation on Chemistry students' academic achievement in secondary schools. Specifically, the study was designed to find out:

- The mean achievement of chemistry students based on the socio-economic status of their parents.
- Whether parental income has influence on the academic achievement of students in secondary schools.
- Whether parental motivation influences the academic achievement of Chemistry student in secondary schools

Significance of the Study

The concern of parents, educators and teachers about their students' poor achievement in schools and public examinations is always glaring. This development has caused untold hardship to stakeholders in education and hence requires urgent solutions. Therefore, this study is significant in many ways such as:

The results of the study would throw more light on individual differences as it relates to academic achievements at school to help of teachers, students, parents, guidance counselors and educational administrators. The results would help teachers to realize that their students come from different homes, each as different in educational attitude as the other. The knowledge of this will help the teacher study each student differently too so as to structure his teaching methods and instructional resources to meet the divergent parental backgrounds of his students. The results of the study would help students realize that their poor achievement might not necessarily be their fault alone, especially students from low home status where finance is not readily available. This knowledge will help reduce frustration, as it is mostly frustrating and could lead to dropout from school. The results would also help parents irrespective of their socio-economic status to know and understand their functions in the education of their children and that the school cannot do the job of educating the child without parents' help. The outcome of this study would acquaint guidance counsellors with knowledge on their responsibilities to the students' educational problems arising from the home factors of income and motivation where they come from. The results would also help the educational administrators in mapping out different kinds of educational programmes taking into account children from different socio-economic background of the parents of the wards in terms of the distribution of equipment and other amenities to school according to their location. The finding of parental socio-economic factors of income and motivation vis-avis students' achievement and arising from this study would help the social workers in taking proper care of the children under them.

Scope of the Study

This study was delimited to the extent socio-economic status influences Chemistry students' academic achievement in secondary schools. The study also concerned itself with the aspects of socio-economic status thus; parental income, educational background, and marital status. The study made use of SS-II Chemistry students of the selected secondary schools. The study was limited to Abakaliki Education Zone of Ebonyi State.

Research Questions

The following research questions guided the study:

- What is the mean achievement score of chemistry students based on the socio-economic status of their parents?
- How does the income of parents influence the academic achievement of chemistry students in secondary schools in Abakaliki Education Zone?
- How does parental motivation influence the academic achievement of Chemistry student in social status secondary schools?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

- There is no significant difference in the mean responses of male and female students on the influence of parental income on students' achievement.
- There is no significant difference in the mean responses of male and female students on the influence of parental motivation on students' achievement.

Research Methods

This study adopted a cross-sectional and descriptive survey design. According to Abimbade (1995), a survey design is one that selects a sample from the population and studies the relative distribution and inter-relations of those variables of study in a view to interpreting the features of the items in the distribution. Descriptive survey design was adopted because the researcher did not manipulate any of the variables in the study. The researcher will only carry out a review of the existing characteristics of the variables in the population as they are peculiar to them. The study was carried out in Abakaliki Education Zone of Ebonyi State. Abakaliki education zone is made up of four local government areas namely; Abakaliki, Ebonyi, Izzi and Ohaukwu Local Government Areas with many secondary schools. The people of this area are mainly farmers. In recent time, many of the inhabitants have embraced government work while a large number is involved in one sort of unskilled labour or the other such as road side mechanics, petty trading, arts workers. The population of this study consisted of all the senior secondary two (SS II) Chemistry students in Abakaliki Education zone. According to available records kept at the State Education Board, the population of the SS II Chemistry students in 2015 was three hundred and fifty two. From this number, a sample of 306 SS II students from 15 secondary schools out of the 58 secondary schools was drawn. A simple random sampling technique was employed to select the 15 secondary schools out

of the 58 secondary schools in the zone. Furthermore, a simple random sampling technique was applied to select twenty three (23) chemistry students from each secondary school sampled to get the 306 students that served as the sample for the study. The sampling was done in a form of balloting with replacement or lucky dips. The researcher made use of self constructed structured questionnaire to collect data. The first instrument, titled: Socio-economic Strata Questionnaire (SSQ) was used to categorize the students into three socio-economic strata of high, medium and low. It is in two sections, A and B. Section A consists of personal data instruction while the section B is made up of instruction on items concerned with students' interpersonal relation in their family. The second instrument was a structured questionnaire titled: Influence of Socio-economic Status of Income and Motivation Questionnaire (ISSIMQ), used to collect data for the study. The questionnaire was based on the research questions and it was divided into two clusters, namely; income and motivation. The response mode of the items was in the form of strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD). The options were rated 4, 3, 2, and 1 respectively for positive items and vice versa. The third instrument was a Chemistry Achievement Test (CAT). This was to ascertain the achievement of students in chemistry contents. It was a series of multiple choice questions with four options; A-D with one distraction. In order to ensure the validity of the instrument, the researcher gave the instruments to three experts in the Departments of Educational Foundations and Science Education of Ebonyi State University, Abakaliki to determine the appropriateness and relevance of the contents. Their corrections were effected accordingly as no item was dropped. The instrument SSQ was assessed adequate and appropriate. To determine the reliability of the research instruments, the researcher carried out a trial testing, whereby copies of ISSIMQ (instrument II) and the CAT (instrument III) were administered to twenty five (25) students from different schools not used for the main study.

This was carried out in Onueke Education Zone of Ebonyi State. Data collected from ISSIMQ gave a reliability coefficient of 0.79 using Cronbach Alpha Approach while data collected from the Chemistry Achievement Test gave a reliability coefficient of 0.88 using Kuder-Richardson-20, (K-R 20). The instruments were therefore adjudged to be of high internal consistency and as such suitable for use for the study. The researcher with the assistance of a teacher from each of the 15 schools selected administered copies of the research instruments to the students (respondents) and retrieved them after completion and answering on the spot to ensure maximum return. The data collected were analyzed using mean and standard deviation for the research questions while the hypotheses were tested using t-test. The decision as to the influence of socio-economic status of parents' income and motivation on Chemistry students' academic achievement from the results was based on the fact that any mean value of 2.50 and above was regarded as positive and accepted while a mean value of less than 2.50 was regarded as negative and was not accepted.

Presentation of Results

The results of the analysis of data collected to answer the research questions and to test the hypotheses are presented in Tables.

Research Question 1

What is the mean achievement of students based on socio-economic status of parents? This was answered using instrument I and III.

Table 1. Mean Achievement of Chemistry Students Based on Socio-Economic Status of Parents

S/NO	Group	NO	\bar{X}	S.D	Interpretation
1	High social-economic status	78	46.57	20.57	Better Performance
2	Medium Socio-economic Status	100	54.84	17.18	Best performance
3	Low Socio-economic Status	128	45.34	22.34	Good performance

From Table 1, the mean achievement of the students shows that the best-performed students were from medium socio-economic class followed by the high socio-economic class and finally the low socio-economic class.

Research Question 2

How does the income of parents influence the academic achievement of Chemistry students in senior secondary schools?

Table 2. Mean Results of Students on the Influence of Income on Chemistry students' Achievement

S/No	Item	\bar{X}	SD	Interpretation
1	My parents' involvement in self-employment give them income	2.00	0.81	Not Accepted
2	My father's occupation in a large scale business company gives him income	3.51	0.82	Accepted
3	My mother's occupation as a petty trader brings little income	2.61	1.05	Accepted
4	My fathers' unemployment does not bring income	2.61	1.01	Accepted
5	My mother's unemployment does not affect her income	2.66	1.04	Accepted
	Grand Mean	2.67		Accepted

Based on the result on Table 2, the respondents agree that income of parents influences the academic achievement of chemistry students positively. This is because the grand mean falls within that region of acceptance of 2.50 and above.

Research Question 3

How does parental motivation influence the academic achievement of Chemistry student in social status secondary schools?. From the result in Table 3, the grand mean shows that parental motivation influences the academic performance of students positively because the grand mean value is more than the cut off point of 2.50.

Hypotheses

HO₁: There is no significant difference in the mean responses of students on the influence of parental income on students' achievement. Based on the result of analysis on Table 3, the t-test value showed that the t.cal is greater than that of t.crit. Therefore, HO₁ is rejected, meaning that there is a significant difference in the mean responses of students on influence of income on students' academic achievement.

Table 3. Mean Results of Students on Influence of Parental Motivation on students' Achievement

S/No	Item	\bar{x}	SD	Interpretation
1	My parent's motivates me by buying all the recommended books	2.61	1.06	Accepted
2	I go to school by public transport and this does not encourage me in my studies	2.68	1.07	Accepted
3	The type of apartment my parents occupy motivates me	2.53	1.06	Accepted
4	My parents encourage me to study at home to read my book	2.53	1.03	Accepted
5	When I perform well in class work, test and examination, my parents praise and encourage me	2.62	1.07	Accepted
6	The extra lesson I receive outside school does not encourage me	2.53	1.03	Accepted
	Grand Mean	3.11		Accepted

Table 4. t-test Analysis on Influence of Parental Income on Students' Performance Baesd on Gender

S/N	Variable	NO.	Mean	S.D	Df	t.cal	t.crit	Decision
1	Male	189	2.34	0.87	304	3.09	1.960	Rej. HO
	Female	117	2.56	1.04				
2	Male	189	2.53	0.52	304	4.15	1.960	Rej. HO
	Female	117	2.11	0.95				
3	Male	189	2.21	0.80	304	2.61	1.960	Rej. HO
	Female	117	2.04	1.15				
4	Male	189	2.31	0.79	304	0.47	1.960	Accept HO
	Female	117	2.43	0.88				
5	Male	189	2.91	1.10	304	0.77	1.960	Accept HO
	Female	117	2.58	1.97				
	t-test value				2.21	1.960		Rej. HO ₁

Table 5. t- test Analysis on Influence of Parents' Motivation on Students' Achievement Based on Gender

S/N	Variable	NO.	Mean	S.D	Df	t.cal	t.crit	Decision
1	Male	189	2.11	0.97	304	4.09	1.960	Rej. HO
	Female	117	2.08	1.14				
2	Male	189	2.21	0.87	304	3.15	1.960	Rej. HO
	Female	117	3.11	1.95				
3	Male	189	2.00	0.88	304	2.69	1.960	Rej. HO
	Female	117	2.84	1.05				
4	Male	189	2.35	0.89	304	0.67	1.960	Accept HO
	Female	117	2.33	0.99				
5	Male	189	2.71	1.23	304	0.87	1.960	Accept HO
	Female	117	2.32	1.17				
6	Male	189	2.14	0.87	304	1.44	1.960	Accept HO
	Female	117	2.21	1.06				
	t-test value				2.29	1.960		Rej. HO ₁

HO₂: There is no significant difference between the mean responses of male and female students on the influence of motivation students' achievement.

The result of the analysis on Table 7 shows that the t-test value has the t.cal greater than that of t-crit. Therefore, HO₂ is also rejected. This implies that there is a significant difference between the mean responses of students on influence of motivation students' academic achievement.

DISCUSSION OF RESULTS

The discussion was based on the research questions, thus:

Research Question One

The result for research question 1 shows that the best-performed students were from the medium socio-economic class followed by the high socio-economic class and finally the low socio-economic class. The result is in line with the findings of Nwabachili (1991) who stated that children of professionals, educated and rich parents and families who live in urban areas tend to benefit more from parents and perform better in formal education than poor families whose parents have little or no education as well as little income. The result also supports the finding of Thomas (2003) who is of the opinion that socio-economic status has been a strong prediction of students' achievement especially income which is the centre

of most things if not everything that happens at home. Other researchers, who see family socio-economic status as determinant of students' academic achievement included Udo (1990) and Fields and Smith (1998). They maintained that the wealthier populations who are of high and middle class are likely to have better schools and means to ensure that their children get what is necessary to stay successful in schools. At present, most of the Ebonyi State populace is becoming conscious and aware of the importance of being educated. As such many homes irrespective of their socio-economic status try to make effort to help their children stay successful in schools. Students also nurse the zeal to liberate themselves from the shades of poverty; so one may not be surprise that this has seriously influenced their academic achievements in school.

Research Question Two

The result for research question 2 shows that income influences the academic achievement of students positively. The result is in line with the finding of Fields and Smith (1998) in their analysis about children when they argued that wealthier population who are of high and middle classes are likely to have better schools and or have the means to ensure that their children learn what is necessary to stay in school. However, students from low socio-economic status parents this day do recognize the numerous advantages of education. So

despite the kind of schools or the means available to them, such students also try their possible stay successful in school. Most Ebonyians at present make conscious effort to make as much income as possible in order to train their children in school irrespective of the cost. On the test of hypothesis 1, the result for the hypothesis is that there is a significant difference between the mean responses of male and female students on the influence of income of parents on the achievement of chemistry students. This means that both male and female students confirm the research question 1 that parental income influences students' achievement in school. This agrees with the finding of Bowman (1999) that student's academic achievement and the level of income of their parents are positively related. The result is also in line with the findings of Udo (1990) who opined that children from poor homes were likely to show negative attitude towards going to school which manifest itself in truancy, thereby lowering academic achievement of such students. Notwithstanding the result of this hypothesis, it is certain that socio-economic factor of income may not be the only predictor of academic achievement of students. This implies that in the absence of this factor some indigent students may perform creditably well at school.

Research Question Three

The result research question 3 shows that parental motivation influences the academic achievement of students positively and very high. The result is in line with the finding of Leinberg (1996) who asserted that adolescents' attitude are shaped by behaviours directed to them by their parents especially in terms of educational encouragement. Thus, parental support and encouragement are important and have strong and positive influences upon children's academic achievement. This result also signifies that children who are probably separated from their parent would be deficient in measures of development and intellectual growth which could lead to poor achievement. It needs be said that students' academic achievement do not necessary depend on the motivation from parents. But, high socio- economic class students who hail from learned and highly placed family and living with both parents may still not perform well academically due to factors like peer group and lack of individual determination that also influence students' achievement. It is equally common knowledge that children from divorced parents have performed well in academics despite the emotional instability they may have or may be going through at home. On the test of hypothesis 2, the result of the hypothesis revealed that there is a significant difference between the mean responses of male and female students on the influence of motivation on students' achievement. This result is in line with the findings of Henderson (1997) who is of the opinion that when students are motivated and given the necessary support they perform better academically. This hypothesis however contradicts the findings of Nwachukwu (2011) who in his work on parental motivation found a no significant difference.

Educational Implications

From the results of the study, some far-reaching implications are plausible to the students, guidance counsellors, classroom teachers, parents, school administration and policy makers. One of the results is that the best-performed chemistry students were from medium socio-economic class followed by the high socio-economic class and finally the low socio-economic class.

It means that if the students from high socio-economic class do not take their studies seriously, the children from the lower socio-economic classes might perform more than them despite their good learning environment. Again, it was found that the income of parents influences the academic achievement of chemistry students positively. It means that where parents are not financially alright, they may not be able to finance most of their children school needs, which might affect their children activities at school and subsequently their performance. Parents of the low socio-economic class students may recognize this as their shortfall in education of their children should also tend to encourage their children and wards in order to perform well in their academic endeavors.

The third result showed that parental motivation influences the academic performance of students positively. It simply implies that when parents do not motivate their children through gifts for excellent performance at school through provision of textbooks and proper feeding, such children might find themselves not doing well at school. Simple praises could do the magic of encouraging the student towards good performances at school. The result that there is a significant difference between the mean responses of male and female students on the influence of income on achievement has implication in that one would be thinking that once income of parent is low, then performance must be low. This is erroneous because excellent performance at school is a product of hard work. The study also found out that there is a significant difference between the mean responses of male and female students on influence of motivation on achievement. This implies motivation is a must for achievement. But some children at school could still perform excellently without parental motivation. It might be misleading to believe that good success at school goes with much financial income and parental motivation.

Recommendations

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

- Parents should be aware of the importance of their presence and involvement in their children's schooling. This they should do by visiting the schools, attending school-community meetings and looking into their children's school works when they return from school.
- Schools should be well funded to be equipped with qualified teachers, relevant learning materials to meet up the needs of different classes of students from diversified socio-economic backgrounds.
- Philanthropist and non-governmental organizations should be encouraged to assist students from poor families by granting them scholarships.
- Government policy on free education should be extended to senior secondary level and help in equipping schools to enable students from relatively low socio-economic status and other family background problems enjoy sustainable education.

Limitations of the Study

The study had the following limitations, which might have affected the generalization of the findings.

- The researcher used only one education zone in Ebonyi State. This has limiting influence on the results obtained.
- The administration of the questionnaire and test was restricted to only SS II students. This made generalizing the findings to all students impossible.
- The instrument did not record a 100% reliability, which suggests that the instrument had some minor defects that made the results not generalizable throughout the entire State.

Conclusion

Socio-economic status of income and motivation of parents being used to determine the achievement of students are important parameters in the education sector. The research work has made effort in showing the influence of socio-economic status of income and motivation of parents on the academic achievement of students in secondary schools in Ebonyi State. From the findings, it could be concluded that students from the low socio-economic status parents need all the assistance they could get to perform academically as those from the high and medium socio-economic class parents. Regardless of the existing socio-economic status, parents should be involved actively with their children's education from cradle by placing their children and ward in good schools to help them maximize their academic potentials in line with the recommendations made.

REFERENCES

- Abimbade, A. 1995. *Statistical methods and research design in education*. Ibadan: Iyke Publishers Nig. Ltd
- Abiodun, G.O. 1997. The relationship between socio-economic status of parents and students academic achievement in secondary schools in Onitsha Education Zone. Unpublished M.ED Dissertation. Faculty of Education U.N.N.
- Ahiakwo, M.O.G. 2002. Mathematics achievement and academic performance in chemistry. *The Nigerian Teacher Today* 8(1&2) 77 – 83.
- Bajah, S.T. 1999. The challenges of science technology and teachers education in Nigeria beyond the year 2000. *African Journal of Education* 1(1) 43 – 49.
- Bowman, B.T 1999. Cultural diversity and academic achievement in L.D. Hammond (ed) (1993). *Review of Research in education* 19:101-134
- Eze, N. J. 2003. Influence of socio-economic status of parents on academic achievement of students: A case study of Abakaliki Education Zone, Ebonyi State
- Federal Republic of Nigeria 2013. *National policy on education*. Abuja: NERDC
- Henderson, A.T. 1997. How do I help as a parent: what is my role in education? Report prepared for the common wealth Institute for parent leadership.
- Igwe, I.O. 2002. Relative effects of framing and team assisted instructional strategies on students learning outcome in selected difficult chemistry concepts unpublished *Ph.D Thesis university of Ibadan*: Ibadan.
- Igwe, I, O, 2012. Extent of implementation of continuous assessment practices by chemistry teachers in senior secondary schools. *African Journal of Science, Technology and Mathematics Education (AJSTEM)*. 2(1), 72-82
- Igwe, I.O. 2003. *Principles of science and science teaching in Nigeria: An introduction*. Enugu: Jones Communication publishers.
- Igwe, I.O. 2016. Fundamental bases for science, technology, engineering and mathematics (STEM) for socio-economic and political stability in Nigeria. A lead paper presented at the 1st international conference of the school of sciences, Federal College of Education, Obudu, Cross River State
- Johnson, J. 2000. High educational expectations and low achievement stability of educational goals across adolescence. *Journal of educational research*. 93,356-366.
- Learner, C.J. 2009. Constraints areas and moral judgment in children. London: Marasha Iscosin Barta Publishing company
- Leinberg, S.D. 1996. Patterns of competence and adjustment among adolescents from authoritative, authoritarian, indulgent and neglected families. *Child Development* 62 1049-1065
- Musgrave, P.W. 1980. Socio-economic status and Academic achievement in English language composition in secondary schools in Nsukka Urban. Unpublished M.ED thesis. Faculty of Education U.N.N.
- Nwabachili, C. 1991. *Sociology of education*. Onitsha: Pacific Publishers
- Nwachukwu, T. A. 2011. *Understanding child development*. Nsukka: Chulbson Press.
- Obemeata, J.O. 2000. The predictive validity of intelligence tests ML and MQ. *African Journal of Educational Research*. 205-211
- Ogbonna C. 2004. The effect of family structure on the academic performance of fend students in Shomolu Local Government Area of Lagos State. An Unpublished B.ED project university of Nigeria Nsukka.
- Ogunbameru, D.A & Rotimi W.R 2006. *Man and his social environment*. Ibadan: Spectrum Books Limited.
- Onwegbuna S. I. 1990. The extent of relationship between socio-economic status of parents and pupils achievement in secondary schools in Owerri local government area of Imo State. Unpublished M.Ed Dissertation, University of Nigeria Nsukka
- Udoh, D.E. 1990. Family background and its influence on the child's education. *Ekiadolor Journal of Education* 1(2). Lagos: Okanlawon, C.C.
Unpublished Project of the Department of Educational Foundations, Ebonyi State University, Abakaliki
