

Comparative Analysis Between Parents' Economic-Support and Educational Background On Performance In English Language among Secondary School Students in Maiduguri Metropolis

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Abstract

This study determined extent to which parents' economic support and educational background predict senior secondary school students' academic performance in English Language in Maiduguri Metropolis, Borno State, Nigeria. Correlation research design was used in the study. The population of the study comprised four thousand five hundred SS I students from nine (9) selected public senior secondary schools in the study area. The sample was three hundred and fifty-four based on Krejcie and Morgan sample size determination table. Random sampling technique was used to draw sample of the population from each school. The instrument used to collect data in the study was self-developed questionnaire titled "Economic Status and educational Background as Predictors of Academic Performance in English Language (ESEBPAPPEL)" and proforma. The data were analyzed using descriptive statistics and multiple regression. The findings of the study revealed that, parents' Economic support and educational background predict senior secondary school students' academic performance in English Language in Maiduguri Metropolis, Borno State, Nigeria. It was concluded that, students' academic performance in English Language in Maiduguri Metropolis Borno State, Nigeria is predicted by Economic support and educational background of the parents. The researchers recommend that, parents of high economic status should provide necessary English Language learning materials at home and school. Government should support students from poor economic status with free education and free English language learning materials. Educated parents should be involving in their wards English Language learning activities at home. Uneducated parents should look for educated person(s) within the family to help their wards in academic learning activity at home.

Keywords: Parents' Educational Background, Economic Support, Performance & English Language

Introduction

Every society in the contemporary world is much concerned and curious about the academic success of its younger generations. Students' academic competence is a crucial issue that lured experts' attentions in the field of education worldwide. Many educationists especially in the areas of sociology and psychology contributed immensely to a number of theories, concepts and models which are used to enhance children's abilities to perform well in various field of academic disciplines. Students' academic excellence in English Language, may serve as a reflection of intellectual and socio-economic aspects of their respective home environment. Every child learns how to socialize in alignment with the taste and level of academic as well as financial background of his family. The primary environment of a student is the home and it stands to exert tremendous impact on his language acquisition. Students' academic performance in English Language depends mostly on what parents do and

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Comparative Analysis between Parents' Economic-Support and ... Abubakar, H., Et. al., (2025) provide with regards to their academic studies. The kind of support they offer and the degree of their education plays significant roles in either hindering or fostering students' academic performance. Parents' education, including their mastery of the English language and economic support are key factors that can predict students' academic performance. A high level of parents' education equips students with the necessary intellectual tools while economic stability ensures access to resources and environments conducive to learning, (Idris, Hussain & Nasir, 2020).

Parents who are more educated are likely to provide an enriched environment that fosters language development, literacy skills and overall academic success in English Language. Parents with higher education tend to engage in conversations that are more complex and richer in vocabulary, thus improving their wards proficiency in the English language. This exposure at home helps students in mastering language nuances and becoming more fluent (Parveen, 2017). The use of English Language learnt from parents and other family members might significantly predicts students' performance in the school. The kind of English Language interaction create by parents may account for English Language learning development skills. A home with high level of Language proficiency and stimulating activity can serve as an effective and conducive English Language learning environment. Students' English Language fluency may strongly rely on the kind of English Language learning activities designed and implemented by parents at home. The proper role of home environment helps students to discover their cognitive ability in the four basic skills of English language. They should be treated and motivated well at home (Parveen, 2017). Idris, Hussain and Nasir (2020) revealed that, the education of parents significantly influence the students' academic ability specifically in language acquisition. This is because; serious attention from parents is needed for students' proficiency in English Language. The four (4) basic skills of English Language (listening, speaking, reading & writing) actually, require absolute practice and constant correction in terms of wrong spelling, poor pronunciation, grammatical error and that can be easily succeed when parents are educated. Research findings had been certified that, students' vocabulary laid foundation for scholarship, since most of the linguistic and social skills have been intensively assimilated by the attitude and behavior of parents at home. High parents' level of education to some extent have serious effect on the students' capability to succeed perfectly in any level of academic studies.

Parents with better qualification tend to ascertain proper guidance in English Language proficiency. Parents utilize their academic experience to beautify their wards education as they had already undergone the same process. They were aware of the up and down involved in educational pursuance and they would be able to share the educational experiences with the students (Darko-Asumadu & Sika-Bright, 2021). These experiences make individuals to manipulate students' character and attitude to make them adjust quickly to suit the current situations so that they would be able to have prosperous educated life. Parents' monitoring, conversation, sharing of academic experience and decision-making are all sorts of social interactions exist between parents and students which have everlasting positive impact on students' academic studies in English Language (Terfassa (2018)). However, this shows that, Idris et. al, 2020, Darko-Asumadu and Sika-Bright, 2021 and Terfassa, 2018 were of the same opinion, as their opinions were in conformity to one another. They all emphasized that, education of parents is indispensable factor for students' effective academic performance particularly in English Language.

Economic support plays a crucial role in providing access to quality education. Parents with sound economic background, financially support their wards English Language learning by providing relevant language learning materials such as books, computers, dictionary, novels and extracurricular activities. Students from economically stable families tend to have better access to educational resources that enhance their English language proficiency. Parents who invest in their wards education through better schooling, tutoring and learning environments provide the foundation for academic success. Studies have shown that, students from low-income families may struggle with academic performance due to limited access to these resources, leading to a disadvantage in mastering the English language. Students of wealthier parents tend to have better infrastructure, access to teaching materials and qualified extra lesson teachers. As such, students who are opportune to have that advantages may perform better in English language assessments compared to those from poor family background. Research findings have indicated that, students from higher socio-economic backgrounds often outperform those from lower socio-economic backgrounds in language subject's education (Owuor & Sika, 2019).

Students who enjoyed strong family economic support were of more advantage to be proficient in reading tasks than students who enjoyed weak family economic support. Parents with better economic background have the opportunity to manipulate

Comparative Analysis between Parents' Economic-Support and ... Abubakar, H., Et. al., (2025) adequate resources to enhance their wards' mental and physical abilities to perform better academically. On the other hand, parents with poor economic status, experience many financial difficulties and challenges in regard to their wards' education, because, they have very little advantage to explore available resources that will promote mental and physical abilities of students and that may result to poor academic performance. Therefore, the better explanation for poor academic performance of the students from low-income family is that, the parents are so committed to the family responsibilities which attract much of their time, attention and finance; as such fewer amounts of financial support and attention is devoted to their wards' education (Malik, 2021). Owuor and Sika (2019 reported that, influence of parents' economic support does not confine on academic achievement only, every aspect of human life relay largely on the economic condition of the family, but academic, which serves as a superior agent of success in human life through which every aspect of human life be accomplished; lured high percentage of family's economic support. Many researchers in their findings exhibit that parents' economic support impact on students' outcomes in academic learning whether positively or negatively. For instance, parents are responsible for financing and settling their wards' tuitions, hence, the soundness of education obtained by the students is usually in equal proportion to the economic support given by the family. Parents' economic support is marked as effective predictor of students' academic learning output. Learners who came up from family with better economic condition achieve better in terms of academic learning (Owuor & Sika, 2019).

Despite the fact that, government and other professional body like JAMB show much concern on students' performance in English Language, yet students' performance in the subject sounds very poor. The researchers through their supervision on teaching practice exercise in various secondary schools observed that, majority of the senior secondary students find it difficult to write or communicate perfectly in English language. That behaviour, can affect their performance in other subjects and subsequently in their certificate examination (WAEC & NECO). Although there are many factors responsible for such problem, but researchers assumed that the problem may be inability of parents to support their wards economically and educationally. Therefore, this study determined the extent to which parents' economic support and educational background predict senior secondary school students' academic performance in English Language in Maiduguri Metropolis, Borno State, Nigeria.

Objectives of the Study

The objectives of the study determined the extent to which:

1. parents' education background predicts senior secondary school students' academic performance language in English Language in Maiduguri Metropolis, Borno State, Nigeria.
2. parents' economic support predicts senior secondary school students' academic performance language in English Language in Maiduguri Metropolis, Borno State, Nigeria.

Hypotheses

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

H₀₁: parents' educational background does not significantly predict senior secondary school students' academic performance in English Language in Maiduguri Metropolis, Borno State, Nigeria.

H₀₂: parents' economic support does not significantly predict senior secondary school students' academic performance in English Language in Maiduguri Metropolis, Borno State, Nigeria.

Methodology

The research design used in the study was correlation research design. Correlation design was used in the study to enable the researchers to measure the extent to which parents' economic support and educational background predict senior secondary students' academic performance in English Language. A correlation design provides an opportunity for one to predict scores and explain the relationship among variables. The population of the study comprised all SS I students from nine (9) selected public senior secondary schools using systematic random sampling technique. That means one school was selected after every three schools in the list. The total number of SS II students from the nine schools were four thousand five hundred (4,500). The sample size for the study was three hundred and fifty-four (354). The rationale for using 354 sample size of the population was based on Krejcie and Morgan (1970) sample size determination table. The researchers also used random sampling technique to draw the proportionate sample size of each school. According to Johnson and Christenson (2008), simple random sampling is a sample drawn by a procedure which every member of the population has an equal chance to be represented in the study. The research instruments used in this study were self-developed questionnaire titled "Economic Status and educational Background as Predictors of Academic Performance in English Language (ESEBPAPPEL)" and proforma. The questionnaire

Comparative Analysis between Parents' Economic-Support and ... Abubakar, H., Et. al., (2025) was used to obtain data on parents' economic support and educational background while proforma was used to obtain the students' performance in English Language. The instrument consists of sixteen (16) items and was divided into two sections. Section 'A' consists of eight (8) items on demographic information as well as parents' educational background while section 'B' consists of six (6) items on parents' economic support. The responses to the instrument was divided into four scales; VO-very often, O- often, S-seldom and N-never. VO has the index value (4), V has the index value (3), S has the index value (2) and N has the index value (1). The data were analyzed using descriptive statistics and multiple regression analyses. Descriptive statistics and multiple regression were used to analyze hypotheses 1 and 2 at 0.05 alpha level of significance to determine the extent to which parents' economic support and educational background predict students' academic performance in English language. According to Lefter (2004), multiple regression studies the simultaneous emotions that some independent variables have over one dependent variable so that can be used for predicting or forecasting.

Presentation of Results

H₀₁: parents' educational background does not significantly predict senior secondary school students' academic performance in English Language in Maiduguri Metropolis, Borno State, Nigeria.

H₀₂: parents' economic support does not significantly predict senior secondary school students' academic performance in English Language in Maiduguri Metropolis, Borno State, Nigeria.

Table 1a: Results on Mean and Standard Deviation for Parent's Education and Economic Support on Students' Academic Performance

Variable		N	$\bar{x}$	SD
Parents' Education	BA/BSc and above	92	57.21	15.27
	NCE/DIP.	80	56.74	19.23
	WEAC/NECO/Grade II	96	58.46	15.94
	Primary School	49	56.33	17.76
	No Formal Education	37	54.68	18.00
Parents' Economic Support		354	2.51	.31
Academic Performance		354	57.05	16.98

Table 1a presents mean and standard deviation of students' academic performance in English Language for parent's education and economic support. The mean score of parents' education who had BA/BSc and above was ($\bar{x} = 57.21, SD = 15.27$), those who had NCE/Diploma had mean score ($\bar{x} = 56.74, SD = 19.23$), those with WAEC/NECO/Grade II had mean score $\bar{x} = 58.46, SD = 15.94$, those with primary school certificate had mean ($\bar{x} = 56.33, SD = 17.76$) and those without education had mean ($\bar{x} = 54.68, SD = 18.00$) respectively. Parents' Economic Support average score was ($\bar{x} = 2.52, SD = 0.32$). Academic Performance: Students' academic performance had a mean score of approximately 57.05, accompanied by a standard deviation of 16.99, indicating a wide range of achievement levels within the students' population in English Language of senior secondary students in Maiduguri Metropolis, Borno State, Nigeria.

Table 1b Result of Multiple Regression Analysis on the Predictor Variables-Parents' Economic Support and Educational Background on Students' Academic Performance

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	8646.153	11	786.014	2.883	.001b
Residual	93229.83	342	272.602		
Total	101876	353			
Coefficients	Unstandardized Coefficients		Standardized Coefficients	T	p-value
(Constant)	B	SE	Beta		
	38.622	11.578		3.336	.001
Parents' Educational Level	4.655	2.998	1.067	4.558	.002
Parents' Economic Support	2.000	2.746	.360	1.7228	.019

a Dependent Variable: Students Academic Performance

Regression Statistics

R	.620a
R. Square	.384
Adjusted R square	.028
Std. Error	16.76036
Observations	353

Table 1b presents the summary of the multiple regression analysis to determine the predictor between parents' education and economic support on academic performance of students in English Language. The results indicated that, the model as summarized in Table 1b indicates that, $R = .620$ which represents multiple correlation indicates a good level of prediction. The overall regression was statistically significant ($R^2 = 0.384$, $F(11, 342) = 2.883$, $p = .001$) which indicates 38.4% of the proportion of variance in academic performance in English Language that can be explained by the independent variables.

It was found out that, parents' education predicts better than economic support as evidenced by the positive unstandardized coefficient ($\beta = 4.655$, $p = 0.002$), which suggests that, increased levels of parents' education have positive predictive strength on students' academic performance in English Language. Thus, the hypothesis one which states that, parents' education background does not significantly predict senior secondary school students' academic performance in English Language in Maiduguri Metropolis Borno State, Nigeria was rejected. Parents' economic support was a significant predictor with a positive coefficient ($\beta = 2.000$, $p = 0.019$), which suggests that, increased levels of parents' economic support have positive predictive strength on students' academic performance in English Language. Thus, the hypothesis two which states that, parents' economic support does not significantly predict senior secondary school students' academic performance in English Language in Maiduguri Metropolis Borno State, Nigeria was rejected.

Discussion of Findings

The study determined the extent to which parents' educational background and economic support predict senior secondary school students' academic performance in English language in Maiduguri Metropolis, Borno State, Nigeria. The findings of the study revealed that, parents' education significantly predicts senior secondary school students' academic performance in English Language at < 0.05 level of significance. This agrees with the findings of Idris, Hussain and Nasir (2020) who reported that, high education of father and mother positively contributes to their wards academic achievement. Large correlation was found in the study between parents' education and students' academic performance. The findings of this study revealed that, parents' education is one of the major predictors of students' academic performance in English Language. This is in line with the findings of Parveen, 2017 who reported that, students from parents with high educational qualification perform well than those from parents with lower educational qualification. The findings of Anderson (2002) as cited in Idris, Hussain and Nasir (2020) also agreed with the findings of this study. Anderson reported that negative factors of parents such as illiteracy, low involvement in wards' schooling, low socio-economic status and lack of time for their wards which are the main causes of the students' educational failure.

The similarities between previous findings and the findings of this study might be as a result of awareness. Most of the contemporary societies are aware about the value of education. Therefore, parents try to be educated and educate their wards. Thus, parents' education serves as an interface between students and the students' academic performance. Parents' level of education tends to refine students' attitudes towards academic performance. The confidence level of parents is related to their mastery of certain cognitive skills and successful experiences in their previous general and educative lives. Those who have successful educational experiences and high cognitive abilities could build up the confidence level of their wards and such parents were also found to be able to help in the development of cognitive skills of their wards while on the other side of the picture, they were found to be unable to help their wards in developing cognitive abilities and building up confidence level. The finding of the study agreed with the observation made by Owuor and Sika (2019) that parents' financing of school activities significantly predicted students' academic performance. That exhibited clearly that parents' economic support seems to be one of the predictors of students' academic performance. Similarly, the finding of the study indicated that economic support provided by the parents determines students' academic performance in English Language. This is in agreement with Malik (2021) who reported that, strong family financial support for students' education is an essential stimulus that motivates students

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 to perform better in English language learning, because; excessive language learning facilities provided by the family will
 facilitate and enhance English language learning/acquisition.

Conclusion

Based on the findings of the study, it was concluded that, parents' education background is a predictor of senior secondary school students' academic performance in English Language in Maiduguri Metropolis, Borno State, Nigeria. The researchers also concluded that, parents' economic support is a predictor of senior secondary school students' academic performance in English Language in Maiduguri Metropolis, Borno State, Nigeria.

Recommendations

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

1. parents of high economic status should provide necessary English Language learning materials at home/school and Government should support students from poor economic status with free education and free English language learning materials.
2. Educated parents should be involving in their wards English Language learning activities at home. Uneducated parents should look for educated person(s) within the family to help their wards in academic learning activity at home.

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