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Relationship between School Distance, Parental Socio-economic Status and Students' Academic Performance in Ibrahim Sakaba Government Day Secondary School, Dabai, Zuru, Nigeria

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Abstract:

This study examined the school distance, parental socio-economic status and students' academic performance in Ibrahim Sakaba Day Secondary School, Dabai in Zuru. The study employed a case study design. The population for this study comprised of 1,205 students of the school and purposive sampling technique was adopted in selecting the 221 subjects for the study. two instruments were used in collecting data, and they are: a Self-Designed School Distance and Parental Socio-Economic Status Questionnaire for Students (SDPSESQS), a self-designed tests in Mathematics and English language, which measured students' academic performance, three hypotheses were generated and tested using Pearson Product Moment Correlation Coefficient (PPMC) and Multiple Regression. The findings of the study showed that there is a significant relationship between school distance and students' academic performance as well as between socio-economic status of parents and students' academic performance. Among other things, it was recommended that government should consider the home-school distance when citing schools in each locality as well as establish more boarding schools with relevant facilities to support students who trek a long distance on daily basis.

Keywords: School Distance, Parental Socio-economis Status, Students Academic performance

1. Introduction

School distance is important to staff, students, educational managers and administrators and other stakeholders. The school is an integral part of the society which is central to the socialization of the youth. This usually translates to the establishment of government schools, community schools and private owned schools. Regardless of the nature of ownership school distance is one of the important factors that determines the performance of students vis-a-vis the success of the school system.

While looking at school environment, a number of factors affect performance, such as: school facilities, location of school, distance of school, student-teacher interaction, quality of teachers, methods of teaching among several others, which may have tremendous effects on students' academic performance. Lack of suitable school location has contributed to the imbalance of modern education in Nigeria. Unfortunately, in Nigeria, where there is preponderance of poverty among the populace and a wide gap between the rich and the poor disparity in the distribution of resources and social amenities on the part of government, the population has been polarized into two, those who are favourably affected and those who are not favoured. Lack of social amenities such as electricity and good road network affect the functionality of schools located in rural areas.

In the colonial period, missionaries built schools and colleges, first along the coastal areas of West Africa. These schools gradually expanded to cover the whole of the region later, known as Nigeria after the amalgamation of the Northern and southern protectorates in 1914. The schools and colleges were directly managed by the colonial masters. The schools were essentially boarding and the problem of school-distance on the part of the students and the teachers was then relatively insignificant (Manir, Yusuf & Musa, 2006)

However, in Nigeria day school system was introduced in the 1980s following government takeover of primary and secondary schools from missionaries. Population growth and the relative mass enrolment of pupils and students into schools and colleges in Nigeria further led to the creation of more day schools and the conversion of hitherto missionary boarding schools today schools. The aim was mainly to reduce cost of maintaining the schools and colleges by government especially in the area of feeding and residential accommodation (Manir, Yusuf & Musa, 2006)

In Kebbi State for instance, there are more day secondary than boarding schools. Almost all the government primary schools are day schools It should however be noted that the academic background of secondary school is laid at

primary school level while the effect of parental socio-economic status manifest not only at primary but also at secondary school level. A careful observation of the study area has revealed that there is proliferation of day schools than boarding schools. For instance, out of 18 schools available in the town under study only four are boarding schools while the remaining 14 comprising both the public and private are fundamentally day schools. In view of this situation the problem of school distance is limited to day secondary schools and where students come from their home to school and back home after school hours. Students enrolled into the secondary school's cover-a distance of about 5 to 7 kilometers. This might be connected with the fact that, most of the parents of the students are peasant farmers who cannot cultivate enough food to sustain their families (Sami, 2005). Consequently, day schools remain only better for children of these kinds of families. Else, the risk is that they may be denied access to school by their parents whose farming as a predominant occupation seem non -negotiable for whatever reason.

1.1. School Distance, Parental Status and Academic Performance in Nigeria

The review of the relationship between School distance parental socio economic status and student's academic performance in some African countries which include Zimbabwe, Tanzania and Ghana had indicated that school distance and socio-economic status of parents significantly determine the academic performance of students. Nigeria is West African country, like Ghana, it was a British colony and the educational policy of the entire British colony were similar and closely related. The Nigerian educational policy was legacy of the British colonial masters after independence in 1960. Subsequent reviews of the curriculum modified the educational system to meet the needs and aspirations of Nigerian sand Nigeria as a developing nation (Manir, Yusuf & Musa, 2006). Education is the best legacy a nation can give to their citizen. This is because the development of any nation or community depends largely on the quality of education of such a nation. It is generally believed that the basis of any true development must commence with the development of human resources. Schools were established or are still being established in many states in Nigeria. They were established to meet the right to education as one of the basic freedoms granted by the Universal Declaration of Human Rights (1948) which was adopted by the United Nations General Assembly. Also, as a result many new schools were created without any rational basis. There was no consideration for their viability, convenience or proximity to students (Dada, 2009). However, Nigeria is a nation, with people that are classified into socio-economic status. These classes are high, middle and low socio-economic status. This class of divisions has implication to type of school a child goes in Nigeria. School attendance influences school performance and may be attributed to economic and social influence of the child's family background.

1.2. Objectives

- Is there is any relationship between school distance and academic performance of secondary school students.
- Is there is any relationship between students' parental socio-economic status and their academic performance.
- Which of the predictor variable –school distance and parental socio-economic status is more related to students' academic performance

1.3. Research Hypotheses

- There is no significant relationship between School Distance and Academic Performance of students.
- There is no significant relationship between Parental Socio-economic Status and Academic Performance of Students.
- School distance is more related to academic performance of students than parental socio-economic status

2. Methodology

The study adopted a case study design. The population for this study comprised all the secondary students of the Ibrahim Sakaba Government Day Secondary School, Dabai within the school, there were a total of one thousand two hundred and five (1205) students, out of which eight hundred and forty-seven were males and three hundred and fifty-eight were females The reason for adapting this type of selection of the population was informed by the fact that the study was restricted within a particular school and such a case study. The table below gives the details of the students' population.

S/No	Class	Male Population	Female Population	Total
1.	J.S.S. I	104	58	162
2.	J.S.S.II	94	67	161
3.	J.S.S III	129	73	202
4.	S.SI	142	37	179
5.	S.SII	164	57.	221
6.	S.S III	214	66	280
	Grand Total	847	358	1205

*Table 1: Showing Students' Population InIbrahim Sakaba Government Day Secondary School, Dabaia at May 2012
Source: Principals Offices, 2012*

S/N	Sex of the Student	Students' Population
1.	Boys	164
2	Girls	57
	Total	221

Table 2: Showing SS II Students' in Ibrahim Sakaba Day Secondary School Dabai as at May 2012

Source: Principals' Office, 2012

2.1. Instrumentation

A self-designed academic test in Mathematics and English subjects was used as instruments for collecting data on students' academic performance. Mathematics and English Language were chosen because they are considered to be general subjects for all the students irrespective of the students' subject combination.

2.2. Validity of School Distance and Parental Socio-Economic Status for Students Questionnaire

The self-designed questionnaire called School Distance and Parental Socio- Economic Status Questionnaire for Students (SDPSESQS) with 30 items was given to members of the supervisory committee and experts from the Department of Educational Foundations, Usmanu Danfodiyo University, Sokoto for validation.

2.3. Reliability of the School Distance and Parental Socio-Economic Status for Students Questionnaire

The reliability of the instrument reflects its consistency or trustworthiness. A pilot study was conducted using one school which is not intended to be used by the researcher in the final administration of questionnaire. The instrument was subjected to a test-retest method of reliability. Forty students from SS II of Army Day Government Secondary School, Zuru were used for the reliability test at an interval of two weeks. At the end of the second test, Pearson Product Moment Correlation co-efficient formula was employed and the reliability index of 0.73 was obtained which indicates agreement between the two results, thus implying that the instrument is reliable enough for use.

2.4. Method of Data Analysis

The data collected from the respondents through questionnaire and examination results were analyzed using Pearson Product Moment Correlation Coefficient and Multiple Regression analysis. Hypotheses 1 and 2 were analyzed using Pearson Product Moment Correlation Coefficient, while Hypothesis 3 was analyzed using Multiple Regression analysis. The analysis of the data was done by using both descriptive and inferential statistics. Descriptive statistic of the finding of the study was presented in table 3.

Gender	Frequency	Percent
Male	164	74.2
Female	57	25.8
Total	221	100.0

Table 3: Distribution of Respondents by Gender

Source: Researcher's Field Work, 2013

Table 3 presents the data based on the gender of the respondents. It shows that out of 221 respondents, one hundred and sixty-four (164) representing 74.2 per cent were male while fifty-seven (57) representing 25.8 percent were female.

2.5. Hypotheses Testing

Three hypotheses were tested in this study; the first two (2) hypotheses were tested and analyzed using Pearson Product Moment Correlation Co-efficient, while the last hypothesis was tested and analyzed using multiple regression analysis.

Variables	N	Mea	Std Deviation	DF	r-cal p-value	Remar
School distance	221	20.53	7.333	219	.140 .037	Sig.
Academic performance	221	19.49	6.759			

Table 4: Mean Score, Standard Deviation and Reliability Index of the Relationship between School Distance and Academic Performance of Students

Table 4 showed that while the mean and standard deviation for school distance were 20.53 and 7.333 that of academic performance were 19.49 and 6.759 respectively. It can also be inferred from the table that the total number of students is two hundred and twenty-one (221). Finally, while 'r' at 0.05 level of significance under 219 degree of freedom was .140, p-value was .037. Therefore, the null hypothesis which states that there is no significant relationship between school distance and academic performance of students was rejected, because the value of r-cal (0.140) was greater than p-value (0.037). This in other words, there is statistically significant relationship between school distance and academic performance of students.

- H02: There is no significant relationship between parental socio-economic status and Academic performance of students.

Variables	N	Mean	Std Deviation	DF	r-cal	p-value	Remark
Parental SES	221	21.45	10.629				
				219	210	.002	Sig.
Academic performance	221	19.49	6.759				

Table 5: Mean a Score, Standard Deviation and Reliability Index of the Relationship between Socio-Economic Status and Academic Performance of Students

Table 5 showed that the mean and standard deviation for parental SES were 21.45 and 10.629, while that of academic performance were 19.49 and 6.759 respectively. It can be inferred from the table that, the calculated 'r' at 0.05 level of significance under 219 degree of freedom was 0.210, while the p-value was 0.002.

Therefore, the null hypothesis which states that there is no significant relationship between parental socio-economic status and academic performance of students was rejected, because the value of r-cal (0.21) was greater than the p-value (0.002). In other words, there is relationship between parental socio-economic status and academic performance of students, meaning the null hypothesis was therefore rejected.

- H03 School distance is not more related to academic performance of students than parental socio-economic status.

Variables	R	R ²	Adjust dR ²	SE	F	B	T	p-value
School Distance	.140	.020	.015	6.708	4.388	.312	4.314	.000
Parental SES	.346	.119	.111	6.372	14.780	-.360	-4.970	.000

Table 6: Multiple Regression Tables of the Three Variables of Interest Put Together Showing Their Beta Value Dependent Variable: Academic Performance

A look at the squared part correlations revealed that school distance accounted for 14% of the variance in academic performance $R^2 \text{ adj} = .015$, $F(1, 219) = 4.388$, $p < .05$. While parental socio-economic status accounted for 34.6% of the variance $R^2 \text{ adj} = .111$, $F(2, 218) = 14.780$, $p < .05$. Thus, the significant results of the procedure indicated that the linear combination of the predictor variables was able to account for a significant amount of variance in the dependent variable

Although school distance was an explanatory variable of academic performance, analysis of regression coefficients indicated that parental socio-economic status, $\beta = -.360$, $t = -4.970$, $p < .05$ emerged as the significant predictor when all variables were in the model. Thus, the hypothesis was accepted. This is an indication that parental socioeconomic status is a better predictor of students' academic performance than school distance.

3. Summary of Major Findings

The major findings of the study are as follows that:

- There is significant relationship between school distance and academic Performance of students.
- There is significant relationship between socio-economic status of parents and academic performance of students.
- Parental socio-economic status is more related to academic performance than School distance.

4. Discussion of Findings

The finding of this study leading to the rejection of hypothesis (H01) was buttressed in table 4.4.1 which shows the relationship between school distance and academic performance. While the mean and standard deviation for school distance is 20.53 and 7.333, academic performance was 19.49 and 6.759 respectively. At 0.05 level of significance under 219 degree of freedom the value of r was .140 and p-value was .037. Thus the hypothesis which stated that there is no significant relationship between school distance and students' academic performance of students was rejected, because the value of r-cal (0.140) was greater than p-value (0.037). This indicates that there is significant extent have agreed with the work of Reche, Bundi, Riungu, NthiaMbugua, (2012) who indicated that, long distance is a factor affecting students' academic performance.

Similarly, at the time of the fieldwork of this study, it was discovered during the observation that 75% of the students in the school came from rural areas. The areas include Kezge, Usima, Rikoto, Kudo, Zom - Zomno, Kwendo, Doga, Umamamusa Samsaune, Dugumu Kuka and Kegze - the students have no reliable means of transportation. They trek to school, covering a distance of between five to seven kilometers. They also trek to their homes after school hours, which led them to be tired. Fatigue and boredom are factors which hinder effective learning. They encourage less attention, participation and comprehension of classroom instruction. The researcher observed that some students sleep in the

classroom during lessons. Some students even leave the school during instruction either because they realize that they cannot cope with the ongoing academic activities or because they want to get home early enough to take their lunch which is not provided in the school.

The finding on hypothesis two (HO2) the rejection of the statement that there is no significant relationship between parental socio-economic status and students' academic performance. The mean and standard deviation for Parental SES were 21.45 and 10.629, while that of academic performance were 19.49 and 6.759 respectively. The calculated r at 0.05 level of significance under 219 degree of freedom is 0.210, while the p -value is 0.002. In short, the null hypothesis was rejected, because the value of r -cal (0.210) was greater than p -value (0.002). In other words, there is statistically significant relationship between parental socio-economic status and students' academic performance. In a related study Combs (1985), Considine and Zappala (2002), Jemes (2002), Eamon (2005) and Olubadewa and Ogwu (2005) maintained that, Socio-economic Status influence Students' academic performance.

In a related study, Graetz (1995) carried out a study on social economic status in educational research and policy and found that social economic background remains the major source of educational inequality and adds that one's educational success depends very strongly on the social economic status of one's parents.

According to the Principal of boy's section, the rural areas belong to parents who are peasant farmers and who belong to the low socio - economic status. Food is therefore the primary struggle of such parents. The education of their children becomes a less significant factor. They develop a negative attitude to education because they cannot cope with the demands and expectations of the school. When the parents are not taking absolute responsibility of their children's academic activities, this will affect their academic performance and they will be less active to learning. Distance is not more related to academic performance than parental socio-economic status. Although school distance is an explanatory variable of academic performance, analysis of regression coefficient indicated that, parental socio-economic status, $P = -360, t = -4,970, p < 0.05$ emerged as the significant predictor when all 'variables were in model.

Thus, the hypothesis was accepted. This is an indication that parental socio-economic status is better predictor of students' academic performance than school distance. The finding was in line with the work of Mahuta (2007) who explained the effects of social stratification in Nigeria in which he affirms that:

The socio-economic status of the family is a significant factor that affects the educational life chances of a child. This therefore means that, the higher the socio-economic status of the child's home, the higher his educational life chances. The parents' economic position in addition to their attitudes to education may to a great extent determine the child's chances of having access to schooling. Children from lower socio-economic status homes are likely to encounter problem of inequality in educational opportunity, more especially in relationship to access or enrolment, retention and completion (Pp. 83-84).

Furthermore, the findings coincide with the study of Haralambos and Holbom (2008) that middle class parents can afford to pay the public transport to send their children to more distant schools, they may also be able to pay for taxis and they are more likely to have cars to take their children to school, unlike children who come from poor homes.

5. Conclusion

The study concludes that:

- School distance is significantly related to the students' academic performance in the study area.
- The socio-economic status of parents is significantly related to the academic performance of the students in the school.
- Parental socio-economic status is a better predictor of students' academic performance than school distance.

6. Recommendations

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

- Government should consider the distance of home to school when citing schools in each locality as well as establish more boarding schools with relevant facilities to help students who trek a long distance to school on daily basis, so that they will have more time for their studies in order to ensure academic excellence. Other stakeholders (community and parents) should provide adequate and efficient transportation, like buses, so that the issue of trekking will be much reduced among students.
- The community should fully commit itself in enhancing the socio-economic status of its people, and that wealthy individuals in the society should be kind enough to support and encourage students from lower socio-economic status, so that their academic performance would be improved and enhanced.
- Since parental socio-economic status is more related to students' academic performance than school distance, parents should endeavor and strive to meet their children's educational needs such as provision of books, textbooks, transport money, bicycles and other basic requirements, because all students need such support and encouragement to be able to perform effectively.

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