FAMILY SOCIO-ECONOMIC STATUS IN RELATION TO FREE EDUCATION PROGRAMME: THE IMPLICATION ON STUDENT'S ACADEMIC ACHIEVEMENT IN PUBLIC SECONDARY SCHOOLS IN SOUTH-WEST NIGERIA

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ABSTRACT: *The study investigated the impact of socio-economic status of parent and government free education programme on student's academic achievement in public secondary schools in south-west Nigeria. The study adopted the descriptive survey and Ex-post facto research design. The targeted sample for this study was 300 respondents. Multi-stage sampling technique was used to select the sample for the study. In all, 288 Students, and 12 Principals were carefully selected to make a total of 300 respondents out of the population. Two sets of instruments were used to collect data for this study; the instruments which were self-designed and self-administered on the respondents by the researcher with a reliability coefficient of 0.879 and 0.78 for (FSSFEAQ) and SAP respectively. The general questions raised were answered using descriptive statistics involving frequency counts, percentages, mean deviation and chart while the postulated hypotheses were tested using inferential statistics involving Analysis of variance (ANOVA) and Chi-Square test at 0.05 level of significance. The study revealed that there was no significant difference between the levels of sponsorship available to public school students in south west states. The study all revealed that there was a significant difference between socio-economic status among the south-west states. It was revealed that there was no significant association between socio-economic status and student's academic achievement in public secondary school in south west. Based on the findings, it was recommended that Government should increase budgetary allocation for education to improve sponsorship of public secondary schools education and also encourage individual Philanthropist and Non-government organization to render more support to education in order to boost the students' academic achievement.*

KEYWORDS: family, socio-economic status, free education, academic achievement

INTRODUCTION

Education not only provides knowledge and skills, but also inculcates values, training of instincts, fostering right attitude and habits. Abdu-Raheem (2015) opined that it is also a process whereby a person develops attitudes and abilities that are considered to have value and relevance in the society. It is the best legacy a nation can give to her citizens especially the youth. Every nation hoping to have bright future needs to emphasis education because it is the only way to

development. Yusuf and Al-Banawi (2013) posited 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 are strong and positive correlation between economic activity and education in explaining economic growth. Much then is said that formal education remains the vehicle for socio-economic development and Social mobilization in any society. (Shittu, 2004) Socio-economic status is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others. Based on income, education and occupation. When analyzing a family's Socio- economic status, the household income, earner's education and occupation are examined, as well as combined income verses with an individual, when their own attributes are assessed (Keltner, 2008). Socio-economic status is typically broken into three categories, high Socio-economic status, middle Socio-economic status and low Socio-economic status to describe the three areas a family or an individual may fall into. When placing a family or individual into one of these categories any or all of the three variables (income, education and occupation) can be assessed. Additionally low income and little education have shown to be strong predictors of a range of physical and mental health problems. In other words, differences in the availability of these forms of capital across households eventually lead to disparities in children's academic achievement (Buchmann 2002).

Free education cannot be properly explained in isolation without making proper assessment of policy gear toward achieving the pre-determined objective. Some of the prominent and recent ones are Universal Primary Education (UPE) and Universal Basic Education (UBE) which was launch in 1976 and 1999 respectively. The concentration will be on UBE because it is still in operation. The Universal Basic Education (UBE) programme of the Federal Republic of Nigeria was launched by President Olusegun Obasanjo specific objectives 30th September, 1999. The UBE programme as spelt out in implementation the guidelines, aims at achieving the following. Developing in the entire citizenry a strong consciousness for Education and a strong commitment to its vigorous promotion:

• The provision of free, universal basic education for every Nigerian child of school-going age.
• Reducing drastically the incidence of drop out from the formal school system
• Catering for the learning needs of young person's from ones reason or another, have had to interrupt their schooling through appropriate forms of complimentary approaches to the provision and promotion.

Learning outcomes have become a phenomenon of interest to all and this account for the reason why scholars have been working hard to untangle factors that militate against good academic performance.

Constitutionally, Section 18(3) of the 1999 Constitution of the Federal Republic of Nigeria states that Government shall strive to eradicate illiteracy and to this end Government shall as and when

practicable provide free, compulsory and universal primary education, free secondary education, free university education and free adult literacy program. In addition, Part 1, Section 2(1) of The Compulsory, Free, Universal Basic Education Act, 2004 states that every Government in Nigeria shall provide free compulsory and universal basic education for every child of primary and junior secondary school age. Basic Education" in the context of the law, bears a restrictive definition in section 15(1) to mean early childhood care and education and nine years of formal schooling while "Universal Basic Education" has been broadly defined to include early childhood care and education, the nine years of formal schooling, adult literacy, skills acquisition programs and the education of special groups such as nomads and migrants, girl-child and women, almajirai, street children and disabled groups.

Family Socio-economic Status and Student's Academic achievement
In Grewal (1985) it has been revealed that the academic achievement was influenced by socio-economic status of the children. Socio-economic status may include so many factors such as parental education, occupation, income etc. Velez, Schiefelbein and Valenzuella (2013) concluded in their studies that socio-economic status measured by parents' education or occupational status is positively associated with achievement in most of the cases. Family influence is an important factor affecting both female students' and male students' academic Achievement. Thus, family education and encouragement are strongly related to improve student Achievement in both sexes. Family education and socioeconomic status have an impact on students' academic Achievements at any level of education. Students with families who were both college-educated tended to achieve at the highest levels. Children whose families are of high educational scales have a statistically far better chance of participating in Tertiary Education (Oloo, 2003).

This is further supported by Ahawo (2009) who observed that in modern society, family influence played a very important role in the academic life of a student. Otula (2007) also supported by stating that effective learning involves partnership of students, teachers and parents. He also observed that families' involvement determines the emotional and material input that further determined the motivation level in students towards education. Socio-economic status of families in one way or another way affects academic Achievement. Omoraka (2001) noted that all children have certain needs, physical and sociological which when met contribute positively to their academic Achievement. These needs may include a conducive reading atmosphere, good food, playing ground, provision of books and other material and attendance at the best schools available. All these help students promote effective learning and good Achievement in schools. Quality education is a key to provide the right human resources for social and economic production sectors facilitating wealth creation and improving living standards (Abdullah, 2011).

A report from the Department of International Development (1998) revealed that countries consider the provision of education important for their overall socioeconomic development and consequently allocate an annual basic substantial amount of resources to it. Post primary education for a female student has important individual benefits in terms of her options and

resources over her lifetime. These benefits extend beyond the female student in affecting her family and the society as a whole; the benefits to society include enhanced economic development, education for the next generation, healthier young females and families and fewer maternal deaths (UNICEF, 2004). The benefit of education for a female and society can be explained by the effect that education has influenced in empowering females to acquire and use new personnel, social and economic behavior that in turn affect societal change (Moulton, 1997).

Ayodo (2010) observes that the quest for the provision of quality education continues to be a matter of leading concern to both consumers and providers of the education service in Ethiopia and other developing countries. This is supported by the UNESCO (1994) whose report reveals that quality education has dominated the education debate from the early eighties and has remained a central issue in the twenty first century as well. Socio-cultural attitudes, practices and school-related factors which include irrelevant school curriculum and materials, inadequately trained teachers, unfriendly approaches in training and lack of role models are among the factors that have been obstacles to female's academic achievement (Mbilinyi, 2003).

Children are dependent creatures and cannot alter their socioeconomic status until reaching adulthood (Brooks-Gunn & Duncan, 1997). Therefore, they are often constrained by the family-structure into which they are born. Several aspects of family-structure affected socioeconomic status. To begin, many children lived in poverty because parents who were economically disadvantaged reproduced at greater rates than the population as a whole (Betson & Michael, 1997). Furthermore, poor children were more likely to reside in households with fewer working adults than were nonpoor children (Betson & Michael). Obviously, with fewer working adults, a family's earning potential was significantly reduced (Lewit et al., 1997).

Free Education and students' academic achievement
Education has been seen as the greater force that can be used to bring about change. Education is seen as the light that drives away the darkness of ignorance and enables mankind to find its way through the tortures and labyrinth of development and civilization (Ikechukwu 2006). The best and simplest way to disseminate knowledge to all those who deserve it, is through free education. Making education free at least at the secondary level would benefit our society. The term 'free education' is a synergy of the two words 'free' and 'education'. According to Oxford Dictionary of English, the word 'free' means "without cost or payment". Put together 'free education' is the education that is provided for an individual without Cost or Payment when the cost of educating a child is borne by Government either at the state or national level, or an external agent(s) apart from the parents, it is termed 'free education' (Ige, 2015). 'Free Education' can thus be described as all round education, being provided for a child freely by Government, the Philanthropists, and other agencies without him/her or the parent paying a penny. The idea of free education provision has come of age in Nigeria. Sequel to the restructuring of Nigeria into three regions (i.e. West, East and North) in 1951, education was on concurrent legislative list between the federal and regional governments.

However, there had been a number of studies that do not agree with the above studies. Douglass and Gregg (2012) studied the effects of financial aid on students' grade points at research institutions. They find that Pell Grant recipients, on average, studied one hour longer than other students but still earned lower grades. Studies in other settings have found no statistically significant correlation between financial aid and academic performance once controls for demographics and earlier academic performance were introduced (Hoffman, 2002; Scott-Clayton, 2011).

Statement of the Problem
Socio-economic status has been define as an economic and sociological combined, total measure of a person's work experience and of an individual's or family's economic and social position in relation to others. Also, free education is a way in which government, non-governmental organizations and philanthropist takes a full responsibility of sponsoring education.However, academic achievement is expected to reflect in learning outcomes which includes continuous assessment, practical work (Laboratory activities) as well as examination result at every level. It has been observed in south-western Nigeria secondary schools which characterized with low registration or enrolment and admissions, poor nourishment or malnutrition, most parents struggles to meet with the financial demand of their children education, low support for leaving and assessment which seems had hindered good qualifications, certification, transcripts, security, transferability, recognition as agent of academic achievement. This could be traced to socio-economic of the family and the nature of education sponsorship of students in the study area. However, this study will investigate the impact of socio-economic status and free education on student's academic achievement in public secondary schools in south-west Nigeria.

Objectives of the study
The main objective of this study is to investigate impact of socio-economic of parent and government free education programme on student's academic achievement in public secondary schools in south-west Nigeria. The specific objectives of the study are to:
(i)   Identify various sources of education sponsorship of students in public secondary schools in south-west Nigeria
(ii)   examine students' socio-economic status in public secondary school students in south-west Nigeria
(iii)   investigate if there is any association between students' socio-economic status their academic achievement in the study area

Research Questions
(i)   What are the various sources of education sponsorship of students in public secondary schools in south-west Nigeria?
(ii)   What is the students' socio-economic status in public secondary school in south-west Nigeria?

(iii)   Is there any association between students' socio-economic status and their academic achievement in south west state?

Research hypotheses
(i)   There is no significant difference between the level of sponsorship available to public school students in south west states
(ii)   There is no significant difference between socio-economic status among the south-west states
(iii)   There is no significant association socio-economic status and student's academic achievement in the study area

METHODOLOGY

The study adopted the descriptive survey and Ex-post facto research design. The targeted sample for this study was 300 respondents. Multi-stage sampling technique was used to select the sample for the study. The zone was first of all grouped into three based on the political history (Lagos/Ogun, Oyo/Osun, Ondo/Ekiti).Thereafter, one state was randomly selected from each group to make three states in all. Also, two local governments were randomly selected from each state. Moreover, two public secondary schools were randomly selected to make a total of four (4) schools from each state. Twenty four (24) students and School Principal was randomly selected from each school to make a total of one hundred (100) respondents from each state. In all, 288 Students, and 12 Principals were carefully selected to make a total of 300 respondents out of the population. Two sets of instruments were used to collect data for this study; the instruments which were self-designed and self-administered on the respondents by the researcher. The first questionnaire was titled "Family Socio-economic Status and Free Education Assessment Questionnaire (FSSFEAQ)" which was administered to the students to find out the family socio-economic status and elicit information on the implementation of free education programmes in their school. The questionnaire was divided into three sections. Section 'A' comprised 4 items, on respondents' bio-data; section 'B' comprised 27 items on Family Socio-economic status while 'C' section comprised 25 items on Free Education Assessment. The second instrument was titled "Students' Academic Proforma (SAP)". This was administered to the school Principals to elicit information on academic performance of student in West African Examination Council (WAEC) results for the period of five years of sampled schools to determine the student's achievement. The questionnaires were given to three experts in behavioural sciences for face validation, necessary corrections and their inputs were addressed when preparing the final copy of the questionnaire.

Reliability of the Instruments
The instruments were administered on 60 Students and 4 Principals that are not part of the sampled population for this study. For this study the items instrument were found to have at least an internal consistency of 87.9%. Most items appeared to be worthy of retention, resulting in a decrease in the alpha if deleted by Inter-Item Correlation Matrix.

Administration of the Instrument

Data was collected with the use of questionnaires. The instruments were administered by the researcher personally with the help of some research Assistants to the respondents who were guided on how to complete the questionnaire items.

METHOD OF DATA ANALYSIS

Data collected was analyzed with the use of descriptive and inferential statistics. The descriptive statistics employed were frequency counts, percentage and charts to answer the research questions. The inferential statistics were Analysis of variance (ANOVA) Chi-Square coefficient at 0.05 level of significant to analyze the hypotheses using the Statistical Product and Service Solutions (SPSS) IBM 23 version.

RESULT AND DISCUSSION

A.   RESPONDENT'S PROFILE/DEMOGRAPHY

Table 4.1: Respondent's Characteristics

Variable	Frequency	Valid Percentage (%)	Total(%)
Gender			
Male	173	57.7	
Female	127	42.3	100.0
State			
Ekiti	100	33.3	
Ogun	100	33.3	100.00
Oyo	100	33.3	
Local Gov.			
Ado ekiti	50	16.7	
Irepodun/Ifelodun	50	16.7	
Abeokuta North	50	16.7	
Odeda	50	16.7	100.0
Ogbomoso north	50	16.7	
Akinyele	50	16.7	

From table 4.1, 173 (57.7%) were males and 127 (42.3%) were female students. The respondent across states had 100 (33.3%) in each. Also in each local government 50 (16.7%) was used for the study.
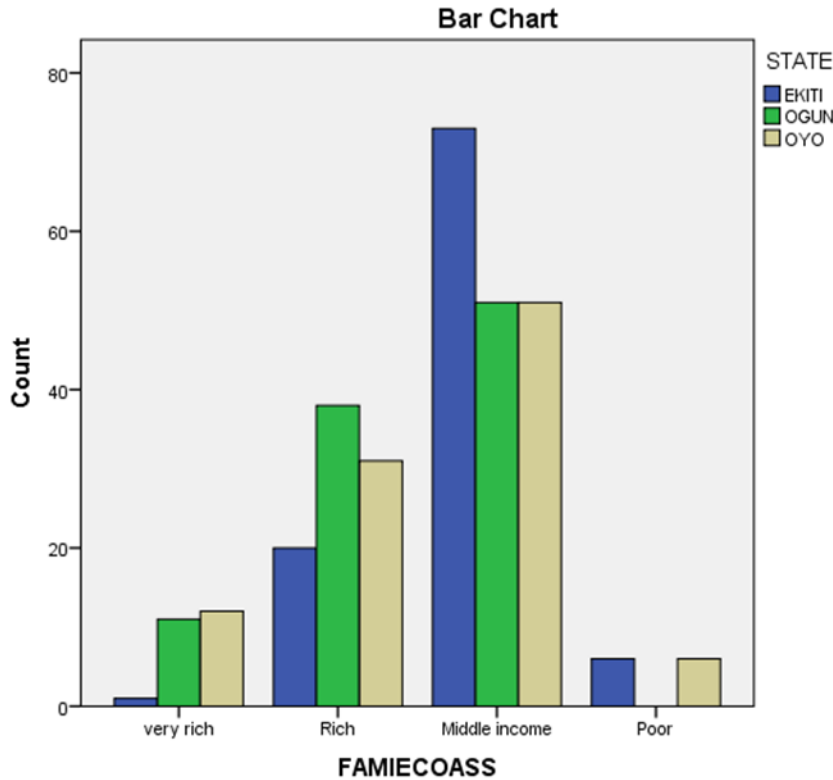
Figure 1: Family Economic assessment by student among the states.

(ii) Hypothesis 1: There is no significant difference between the level of sponsorship available to public school students in south west States

To test whether or not there exist a significant difference in the level of sponsorship available to public school students in South-western states, Analysis of variance (ANOVA) was used at 0.05 level of significance. Results are presented in table 3a-d below.

Table3a: Test of Homogeneity of Variances
Sponsorship

Levene Statistic	df1	df2	Sig.
11.777	2	297	.000

Table 3b:ANOVA
Sponsorship

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9.247	2	4.623	5.366	.005
Within Groups	255.900	297	.862		
Total	265.147	299			

Table 3c: Robust Tests of Equality of Means
Sponsorship

	Statistic[a]	df1	df2	Sig.
Welch	5.401	2	195.160	.005

a. Asymptotically F distributed.

Table 3d: Post Hoc Tests
Multiple Comparisons
Dependent Variable: Sponsorship
Games-Howell

(I) STATE	(J) STATE	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
EKITI	OGUN	-.43000*	.13225	.004	-.7425	-.1175
	OYO	-.21000	.12068	.193	-.4950	.0750
OGUN	EKITI	.43000*	.13225	.004	.1175	.7425
	OYO	.22000	.14015	.261	-.1110	.5510
OYO	EKITI	.21000	.12068	.193	-.0750	.4950
	OGUN	-.22000	.14015	.261	-.5510	.1110

*. The mean difference is significant at the 0.05 level.

In table 3a, the Levene statistic test for homogeineity of variance was significant, which implies that assumption of equal variances was violated. Hence Welch Robust test of Equality was used. The result is shown in table 3c. Welch ANOVA yielded $F(2, 195.16) = 5.401, P = 0.005 (< 0.05).$ The result shows that there is no significant difference in the responses between the groups. Hence, the null hypothesis was rejected. To find out which group is statistically significant from the other a Post Hoc test was conducted using Games Howell test at a priori (α=0.05) and shown in table 3d. The choice of Games Howell Post Hoc became necessary since the homogeneity of variances assumption failed. The results are interpreted as follows:

Ekiti state & Ogun (Mean difference=0.43000) **is significant,** P(.004)< α(0.05)
Ekiti State & Oyo State (Mean difference=0.21000) **is not Significant** P(.193)> α(0.05)
Ogun State & Oyo State (Mean difference=0.2200) **is not Significant** P(.261)> α(0.05)
In general, it can be seen that the mean difference is significant in the responses of Ekiti and Ogun, whereas there were no significant differences in the mean differences of students from Ekiti and Oyo and Ogun and Oyo when compared. We can therefore conclude that there exists no free education in South-western states, since most of the students are since the same thing among the state visited.

The result of the hypothesis 1 showed that there is significant difference in the responses between the groups. In general, it can be seen that the mean difference is significant in the responses of Ekiti and Ogun, whereas there were no significant differences in the mean differences of students from Ekiti and Oyo and Ogun and Oyo when compared. It can therefore conclude that there exists no free education in South-western states, since most of the students are since the same thing among the state visited perhaps parents were the only one shouldering the entire responsibilities of education across the states in south west without any support from either government (Local, State

and Federal) or Non-governmental organizations. This is in line with the findings of Ige (2015) who posited that government paid little or no attention to education in recent time.

Hypothesis2: There is no significant difference between socio-economic statuses among the South-Western states

In order to test whether or not there is variability in the responses of students on their family socio-economic background in south western states. Analysis of Variance (ANOVA) was used. Results and shown in table 5a-d below.

Table5a :Test of Homogeneity of Variances
FAMIECOASS

Levene Statistic	df1	df2	Sig.
20.743	2	297	.000

Table 5b: ANOVA
FAMIECOASS

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	10.487	2	5.243	11.584	.000
Within Groups	134.430	297	.453		
Total	144.917	299			

Table 5c: Robust Tests of Equality of Means
FAMIECOASS

	Statistic[a]	df1	df2	Sig.
Welch	14.734	2	192.408	.000

a. Asymptotically F distributed.

Table 5d: Post Hoc Tests

Multiple Comparisons
Dependent Variable: FAMIECOASS
Games-Howell

(I) STATE	(J) STATE	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
EKITI	OGUN	.44000*	.08613	.000	.2365	.6435
	OYO	.33000*	.09451	.002	.1066	.5534
OGUN	EKITI	-.44000*	.08613	.000	-.6435	-.2365
	OYO	-.11000	.10396	.541	-.3555	.1355
OYO	EKITI	-.33000*	.09451	.002	-.5534	-.1066
	OGUN	.11000	.10396	.541	-.1355	.3555

 *. The mean difference is significant at the 0.05 level.

In table 5a, the Levene statistic test for homogeneity of variance was significant, which implies that assumption of equal variances was violated. Hence, Welch Robust test of Equality was used. The result is shown in table 5c. Welch ANOVA yielded,

$F(2, 192.408) = 14.734, P = 0.000 \ (< 0.05).$

The result shows that there is no significant difference in the responses between the groups. Hence, the null hypothesis was rejected. To find out which group is statistically significant from the other a Post Hoc test was conducted using Games Howell test at a priori (α=0.05) and shown in table 5d. The choice of Games Howell Post Hoc became necessary since the homogeneity of variances assumption failed. The results are interpreted as follows:

Ekiti state & Ogun (Mean difference=0.44000) **is significant,** P(.000)< α(0.05)
Ekiti State & Oyo State (Mean difference=0.33000) **is Significant** P(0.002)< α(0.05)
Ogun State & Oyo State (Mean difference=0.10396) **is not Significant** P(0.541)> α(0.05)
In general, it can be seen that there is a significant differences in the responses of Ekiti and Ogun, Ekiti and Oyo whereas there was no significant difference between the income level of Ogun and Oyo when compared. We can therefore infer that, the general income levels of most students' parents in the three south western states visited hinged greatly around middle income earners. There are differences in the level of income across the three states with Ogun having students from slightly higher income backgrounds than Ekiti which had the least family income of student. The result of the hypothesis 2 showed that there is significant difference in the responses between the groups though with the exception of Ogun state better income than other two states. The general income levels of most students' parents in the three south western states visited hinged greatly around middle income earners. There are differences in the level of income across the three states with Ogun having students from slightly higher income backgrounds than Ekiti which had the least family income of student. This result revealed that the socio-economic status of students across the state is generally poor when compared with the responsibility of education is constituent with the position of (Crosnoe and Cooper 2010). Going by the outcome of this study it can be infer that the socio-economic status of students are not difference in all areas across the three states.

Hypothesis 3: There is no significant association between socio-economic status and student's academic achievement in the study area.
Table 7a: Chi-Square Tests

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	7.781a	9	.556
Likelihood Ratio	9.541	9	.389
Linear-by-Linear Association	1.862	1	.172
N of Valid Cases	300		

a. 7 cells (43.8%) have expected count less than 5. The minimum expected count is .16.

Table 7b: Symmetric Measures

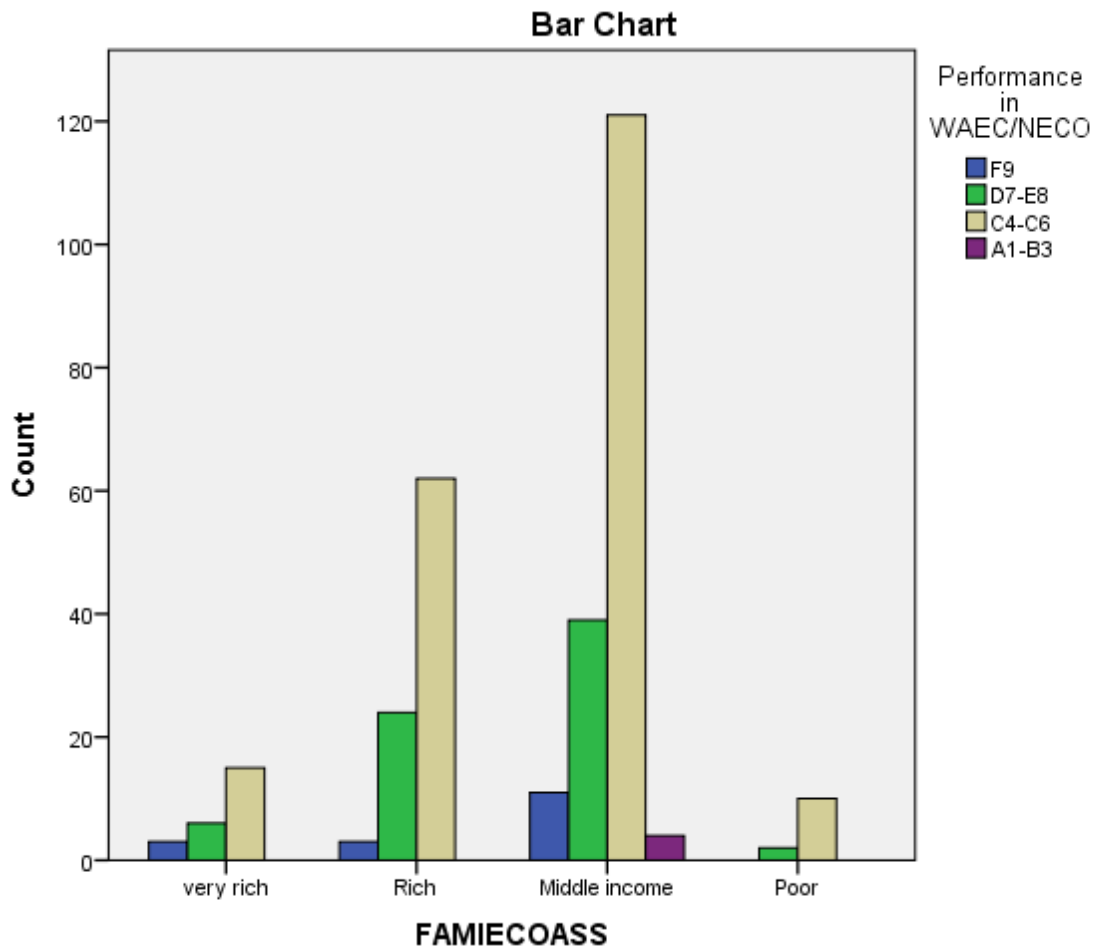|		Value	Approximate Significance
Nominal by Nominal	Phi	.161	.556
	Cramer's V	.093	.556
N of Valid Cases		300	

Figure 2: Family assessment and Academic achievement of students

To test for the hypothesis above, Chi-Square statistics was used. Table 7a , table 7b and fig. 2 shows the chi-square which were used to test whether there exist an association between socio-economic background of students and their Academic performance in WAEC in South-western Nigeria. Chi-square test yielded χ (9) = 7.781, p = 0.556 (> 0.05) which is not significant. in table7b. The symmetric measures with Cramer'.s V statistics yielded a coefficient 0.093indicating

a very weak positive association (Davis and Schooler, 1974; Cole 1996, 205-206). Hence, the null hypothesis that "*There is no significant association between socio-economic status and student's academic performance in the study area.*" Hence, the null hypothesis is therefore retained. We can therefore infer that socio-economic background of student has no association with students' academic performances in external examinations in South Western Nigeria as earlier observed in the counts in the descriptive statistics in research question 3.

The result of hypothesis 3 showed that there is no significant association between socio-economic status and student's academic achievement in the study area. We can therefore infer that socio-economic background of student has no association with students' academic performances in external examinations in South Western Nigeria. This is in not consistent with the findings of Ahawo (2009) and Otula (2007) who observed that in modern society, family socio-economic status played a very important role in the academic life of a student while Douglass and Gregg (2012) in his work agreed with the result of this study. Most students in the south west socio-economic status has no association with their academic achievement the result revealed that students from the middle and low economic status perform better academically than students from the economic viable ones. It can be infer from this finding that where student live, nature of their accommodation, family size, mode of transport and means of cooking is not a function of performance in external examinations by extension in their academic achievement.

CONCLUSION

From the findings of this study, it can be concluded that there was no free education across the south west public secondary schools and that parents absolutely shoulders all education responsibilities. It can also be concluded that most student's family socio-economic status were middle income earners and that their socio-economic status has no association with their academic performance in south west public secondary schools. This showed that academic achievement is not a function of socio-economic status of parent.

Recommendations
In view of the findings of this study, the following recommendations are made:
1.	Government should increase budgetary allocation for education to improve sponsorship of secondary schools education
2.	Government should encourage individual Philanthropist and Non-government organization to render more support to education
3.	Government should improve socio-economic live of people so that they can give better education to their wards

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