



Effect of Socio-Economic Status of Student on Academic Achievement in Geography Among Senior Secondary Schools in Kano Metropolis, Nigeria.

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Abstract

Effect of Socio-Economic Status of Student on Academic Achievement in Geography Among Senior Secondary Schools in Kano Metropolis, Nigeria. The study employed descriptive survey design in carrying out the research. The target population consisted of senior secondary schools students in Kano Metropolis. Primary data were collected through structured questionnaires to the students of the schools in the metropolis, selected randomly for sampling. Senior secondary schools in the metropolis as recorded at Kano state senior secondary school management board (KSSSSMB) 267 schools with a total number of 53,326 students. Thus, a sample size of 381 respondents was determined to be statistically appropriate to ensure a 5% margin of error and better representativeness of the population (Morgan and Krecje table). 381 copies of the questionnaire were distributed and 340 were filled and returned valid. Data analysis was conducted using descriptive statistics, including frequencies and percentages, with results presented in tables and charts. Findings show that about 49.12% of respondents had only notebooks. Only 10.88% of respondents had textbook in Geography. The study recommends that parents should buy textbooks in geography for their children and wards. Stakeholders scholarships should not only focus on tuition fee only but also look at the provision of learning materials such as textbooks, atlas, large map, among others for higher academic achievement in the subject

Key Words: Socio-economic status, student's family, geography and Kano Metropolis

Introduction

Effective learning has more contributing factors than the cognitive abilities of the learners in view. However, there are a number of factors that can affect the teaching and learning of Geography in senior secondary schools Onuoha *et al.*,(2021). Factors such as quality of teachers, socio-economic factors, environment, among others affect the outcome of learning process. In most cases, they present their learning outcomes through physical activities too Ajani and Akogun, (2020). Learning is said to be a relatively permanent change in an organism's behaviour due to experience. Learning changes behaviour, but the change should be relatively permanent and should be as a result of experience. Learning is an internal process. The relationship between family socio-economic status and the learning outcomes of students is well established in sociological research. Family socio-economic status is of great significance to the growth and development of individuals. It refers to the ranking of value resources owned by families generally divided into high, medium and low levels. This can bring about difficulty in learning the subject, or not being taught it in a way that is engaging and interesting Opoku, (2021). Another important factor is the availability of resources. Geography is a subject that requires the use of a variety of resources, such as maps, globes, atlases and field trips. It represents, a comprehensive indicator of a stable and observable physical environment Fenstermacher and Richard, (2020), parent 's occupation, education levels and income are its main indicators Zhang, et al (2017). Savasci (2021) 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. Emphasising on the concept of teaching to understand, which the concept of teaching to understand can't be achieved without specialized materials for learning. Socio-cultural theorist argues that individuals cannot be considered in isolation from their social and historical context and therefore it is necessary to like at the society and the developments occurring at a given time. Two principal agencies, the family and the school powerfully shape children's learning experiences. The influence of these two agencies is constrained by the wider social and cultural systems into which they are embedded. There is great diversity in cultural backgrounds, social conditions, family arrangements and school organization. These factors have been going through constant modifications. The focus of this work looks at the role socio-economic status (SES) of students play in the academic achievement of Geography among senior secondary schools in Kano metropolis.

The specific objectives of this study are to:

- i. Assess the extent to which families' level of education influence students' academic achievement in geography in the study area.
- ii. Identify the effect of family income on provision of learning materials in the subject area under study.
- iii. determine the effect of lack or insufficient learning materials in the subject area in Kano Metropolis

Research Questions

What is effect of family socio-economic status on students' academic achievement in Kano Metropolis?

Does parent's educational background contribute to the provision of learning materials for their children in Kano Metropolis?

Does learning materials affect the academic achievement of students in geography?

Methods

Descriptive survey research design was employed in carrying out this study. The target population consisted of senior secondary schools, In Kano Metropolis. The population of this study consists of Students in senior secondary schools in Kano metropolis of Kano State which comprises of (8) eight local governments areas of Kano state. Primary data were collected through structured questionnaires to the students and teachers of the various schools in the metropolis, selected randomly for sampling. Senior secondary schools in the metropolis as recorded at Kano state senior secondary school management board (KSSSSMB) 267 schools with a total number of 53,326 students. Thus, a sample size of 381 respondents was determined to be statistically appropriate to ensure a 5% margin of error and better representativeness of the population (Morgan and Krecje table). 381 copies of the questionnaire were distributed and 340 were filled and returned valid. Data analysis was conducted using descriptive statistics, including frequencies and percentages, with results presented in tables and charts. This approach

provides a structured understanding of the factors influencing effective teaching and learning of Geography in secondary schools in Kano Metropolis.

Results and Discussion

Demographic Characteristics of the respondents

This section presents key demographic details, including gender, age, education level, and occupation, to understand the background of the study population.

Table 1: Demographic Characteristics of Respondents

Variable	Frequency	Percentage (%)
Male	200	58.82
Female	140	41.18
Total	340	100
16 Years Old And Above	48	14.12
15 Years Old	80	23.53
14 Years Old	92	27.05
13 Years Old	120	35.30
Total	340	100
SS 1	129	37.94
SS 2	110	32.35
SS 3	101	29.71
Total	340	100

Source: Authors' field work

The demographic data of the respondents indicates that 200 respondents representing 58.82% of the respondents were male and 140 respondents representing 41.18 % of the respondents were female. This trends agrees with the findings of Bitrus et al, (2016) and Taura, A. A., & Ibrahim, A. W. (2023) both recorded higher number of male students than female in Maiduguri Metropolis. 48 respondents which represent 14.12 % were 16 years old and above, 80 respondents representing 23.53 % were 15 years old, 92 respondents representing 27.05 % were 14 years old and 120 respondents representing 35.30 % were 13 years old. Looking at the class distribution, 129 respondents representing 37.94 % were in SS1 class, 110 respondents representing 32.35 % were in SS2 class and 101 respondents representing 29.71 % were in SS3 class. These are teenagers who depend on parents for not just learning materials but all provisions. This is a common trend in the schools of the north generally, not only in Kano Metropolis do we observe a higher number of male students compared to the female who are usually fewer.

Parents' educational background to further encourage their children

This examines the qualification of parents of students across schools in Kano Metropolis

Table 2: Parents' Educational Qualification

Variable	Frequency	Percent (%)
FSLC	87	25.58
WASSCE	75	22.05
COLL.CERT	51	15.00
ND	48	14.11
DEGREE	40	11.77
PG	39	11.49
TOTAL	340	100

Source: Authors' field work

This is to aid in assessing the educational qualification of their parents as its believed that those who studied well themselves are best in encouraging their children and wards to do the same. First school leaving certificate and the west African senior secondary school certificate examination account for 48.3/% of the respondents parents. Then certificate from teachers' college to post graduate studies combined to have 51.7% altogether. This reflect a higher number

of parents who did not further their education beyond the secondary school level. Those that didn't attend the secondary school at all represent 25.58%. these affects the appreciation level of the parents in question to either value education enough to pay for it or not. Many parents who didn't go to school very far, tend to encourage their children to study and by so doing they buy learning materials for their children and wards. This points to the findings of Romiszowski (2019) who stated that parents affect their children's academic achievements by serving as role models of achievement, defining specific objectives for the students and validate the importance of academic achievements and performance to the children.

Occupation of Parents' of Students to Determine Their Socio-Economic Status

Table 3: Parent's Occupation

VARIABLE	FREQUENCY	PERCENT (%)
Civil Servant	90	26.47
Trader	120	35.29
Teacher	40	11.77
Farmer	47	13.83
Technician	43	12.64
TOTAL	340	100

Source: Authors' field work

From table 3, it's clear that many of the parents are traders with 35.29%, followed by civil servants with 26.47%, 13.83% are farmers, technicians 12.64% then the teachers with 11.77% of the respondent's parents. This reveal that most of the respondent's parent are between the middle class to low, with few civil servants in the respondents Gemechu, (2018) stated that parents affect their children's academic achievements by serving as role models of achievement, defining specific objectives for the students and validate the importance of academic achievements and performance to the children.

Materials for Learning Geography Owned by Students in Kano Metropolis

The materials checked for were those used or needed for the effective learning and hands-on activities of geography learning in secondary schools, these materials are so vital that without it,

the students cannot practice what is being taught to them in the classrooms. As shown in table 4 below, 49.12% comes to school with just notebooks, 25.29% have mathematical sets (Mathset), 10.88% have textbooks in Geography. Many do not have any of the material geared towards the practice of Geography as a subject but notebooks for general learning. Learning becomes enjoyable and students tend to achieve highly in their academics this corroborates the findings of Anyanwu (2016) who concludes that availability of needed instructional materials in right proportion contributes to high educational achievements and lack of these materials influence learning outcome negatively. Also Adekunle (2016) submitted that unavailability of instructional or the non – utilization of available one influence learning negatively.

Table 4: students' materials for geography learning

Variable	Frequency	Percent (%)
Mathset	86	25.29
Atlas	30	8.83
Large Map	20	5.88
Textbook	37	10.88
Only Notebook	167	49.12
TOTAL	340	100

Source: Authors' field work

Table 4, shows that just 25.29% of respondents have math-set, then large map has only 5.88% and textbooks was only 10.88%. learning materials are as important as instructional materials, Romiszowski, (2019) reported the role of instructional materials in understanding abstract and generalization of concepts by making the lesson more practical. What good will be if instructions are given out correctly and the same instructions are not taken in well by learners? It will little or no good at all, these materials are necessary for the learning and practice of geography at home or later time. For teaching and learning to be effective, there has to be instructional materials and learning materials.

The Grades of Students in Last School Term Examination in Geography

Table 5: grades scored by students in geography

Variable	Frequency	Percent
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		(%)
A	20	5.88
B	50	14.71
C	60	17.65
D	70	20.59
E	80	23.53
F	60	17.64
TOTAL	340	100

Source: Authors' field work

Table 5, shows the grades each student scored in their end of term examination. It's clear that many did score grades in the E-F (totaling 140) students. The number of students within the grades of E-F are almost same with those who had only notebooks. This agrees with the work of Stephen, (2025) where it was gathered that other factors besides cognitive ability of student can affect academic achievement, here we see essential materials for practical or practice can aid better academic achievements in students of geography

Cross reference of the number of students with learning materials against grades scored at the end of term.

Table 6: a cross reference of learning materials and grades scored by students

Material	Frequency	Grade	Frequency
Math-set	86	A	20
Atlas	30	B	50
Large map	20	C	60
Textbook	37	D	70
Notebook only	167	E –F	140

Source: authors' field work

There is a relationship between the ownership of learning materials and the academic achievement of the students as can be observed from table 6. Only a difference of 20 students can be seen between those with only notebook and those who scored grade E-F. Pointing to the fact that there is need for materials to aid the understanding and practice of geography as a

science subject. Majority of those who scored E-F are believed to be in the number with only notebook and the few(20) who are in the group of only notebook who scored above E-F grade, can be said to exceptional ability, have friends with one material or another that could have helped them out.

Conclusion

Socio-economic status of student is one factor that affect student academic achievement. The student who can provide for learning materials in geography score better grades than the majority who don't have sufficient learning materials for the subject. Like other sciences, geography has tools that support the learning of geography. similarly, just as instructional materials are important for the teachers so is learning materials for the student. Students, are encouraged to get learning materials for effective learning to be actualize. The socio-economic stability of a student contributes greatly to the academic achievement of such student in geography.

Recommendations

The study recommends that parents should buy textbooks in geography for their children and wards. Stakeholders scholarships should not only focus on tuition fee only but also look at the provision of learning materials such as textbooks, atlas, large map, among others for higher academic achievement in the subject.

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Appendix

Table 1: Krejcie and Morgan Table

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970