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SOCIO- ECONOMIC BACKGROUND AS A CORRELATE OF ACADEMIC PERFORMANCE OF ELECTRICAL/ELECTRONIC TECHNOLOGY EDUCATION STUDENTS IN NNAMDI AZIKIWE UNIVERSITY AWKA

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ABSTRACT
The need to enhance the academic performance of students of technology education in Nnamdi Azikiwe University, Awka necessitated the study. This study examined academic performance as a correlation of socio-economic background of electrical/electronic technology education students in Nnamdi Azikiwe University Awka. The study adopted the correlation research design. The population of the study comprised of three and four level students majoring in electrical/electronic technology education in technology education department. The instrument for data collection was structured questionnaire. The questionnaire was validated by three experts, one from the faculty of technology and business education while two experts were from the faculty of education with the reliability Coefficients of 0.72 and 0.82 respectively, established using Cronbach alpha's method. Data collected were analysed using Pearson product moment correlation analysis and linear regression analysis. The findings of this study revealed that a high positive relationship of 0.700 exists between parental income and academic performance, while, a moderate positive relationship of 0.571 exists between neighbourhood resources and academic performance. Based on the findings of this study, it was recommended that parents should improve academic resources needed by their children so that their academic performance can improve. 193words

Keywords: Academic performance, correlation, parental income, neighbourhood resources.

Introduction
The academic performance of a student can be defined as the knowledge gained by the student which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period of time (Saumya, Agarwal & Agarwal 2021). A correlational study among vocational high school students in Indonesia found that students who had good academic achievements have higher income, better employment benefits, and more advancement opportunities (Tentatama & Abdillah 2019). Socio-economic background refers to the social and economic position of individuals or families within a society, encompassing various dimensions such as income, parental education level, occupation, and access to resources and opportunities (Mistry, Benner, Biesanz, Clark, & Howes, 2010).

Research has shown that there is a strong link between Socio-economic background and academic performance. For example, study from Reardon, (2014) found out that students from higher socio-economic backgrounds tend to do better than their colleagues from

lower socio-economic backgrounds in terms of test scores, grades, and education.

Parental income here refers to the financial resources available to a family, which are primarily determined by the earnings of the parents. This variable is crucial in determining the standard of living, access to educational materials, and the overall quality of life that a student experience. According to Adeniran (2018), parental income level significantly impacts students' ability to access educational resources, such as textbooks, computers, and private tutoring, which are essential for academic success.

Neighbourhood resources encompass the availability of educational and social facilities within the community, such as schools, libraries, industries, security posts and recreational centers. Uzoechi (2021) argued that neighbourhoods with high-quality schools and safe environments provide students with the stability and support necessary for academic success. Correlation is a statistical measure that expresses the extent to which two or more variables are linearly related. A statistical measure of the relationship between two or more variables. Ogbuanya & Chukwuedo (2017) defined electrical/electronic technology education as a twin complementary and interdependent field of study that prepares and exposes students to the principles of designs, construction, installation, maintenance and entrepreneurial competences in electrical and electronic devices and appliances, as well as the teaching of electrical and electronic theory and practice. It is the training given to an individual who is interested in the field of electrical and electronic technology.

Theoretical Underpinning

This study is hinged on the social reproduction theory developed by Pierre Bourdieu. Bourdieu (1977) in Farid, Qaisar and Salif (2021) posited that socio-economic factors, such as family background, cultural capital, and social capital, significantly influence individuals' educational achievements. According to Bourdieu, individuals from higher socio-economic background possess more cultural capital, which aligns with the dominant culture within educational institutions, thereby giving them a distinct advantage in academic settings. Students from higher socio-economic background tend to have access to resources that enhance their academic performance.

The relevance of social reproduction theory to the present study lies in its ability to explain how socio-economic factors influence academic performance. Parents in stable and prestigious occupations may have more time and resources to invest in their children's education, positively impacting their academic performance. Moreover, access to quality schools, libraries, and safe environments, which are often determined by neighbourhood resources, can significantly affect students' ability to succeed academically. On the hand, parents from low socio-economic background may find it difficult to settle tuition fees which may force them to make difficult decisions. Such financial pressure can lead to a misalignment between a student's potential and the academic path they pursue, ultimately

affecting their engagement and performance in their studies.

Purpose of the Study

The purpose of the study was to find out the relationship between socio-economic background and academic performance of electrical/electronic technology education students in Nnamdi Azikiwe University, Awka. Specifically, the study examined the correlation between:

1. Parental income and academic performance of electrical/electronic technology education students in Nnamdi Azikiwe University, Awka.
2. Neighbourhood resources and academic performance of electrical/electronic technology education students in Nnamdi Azikiwe University, Awka.

Statement of Problem

Families with high socio-economic background often have more success in preparing their children for school because they typically have access to good schools, private tutoring, and recreational activities. Families with low socio-economic background face major challenges when it comes to providing optimal care and education for their children. Some studies have found that some kids from poor backgrounds do very well in school even though they face a lot of social and economic problems while some students from high socio-economic background perform poorly. Ideally, the academic performance of electrical/electronic technology education students would be determined purely by their individual efforts and capabilities, with socio-economic factors playing no role. In such a scenario, students would have equitable access to quality education, resources, and opportunities, regardless of their parents' income, education level, occupation level or the resources available in their neighbourhoods. Efforts have been made to develop interventions and policies to reduce educational inequalities and provide equitable educational opportunities for all students, regardless of their Socio-economic backgrounds (Reardon, 2014).

This study therefore looked into the relationship between socio-economic background and academic performance of electrical/electronic technology education students in Nnamdi Azikiwe University, Awka.

Research Questions

The following research questions and hypothesis guided the study.

1. What is the correlation between parental income and academic performance of electrical/electronic technology education students in Nnamdi Azikiwe University, Awka?
2. What is the correction between neighbourhood resources and academic performance of electrical/electronic technology education students in Nnamdi Azikiwe University, Awka?

Research Hypotheses

1. There is no significant correlation between parental income and academic performance of electrical/electronic technology education students in Nnamdi Azikiwe University, Awka.
2. There is no significant correlation between neighbourhood resources and academic performance of

electrical/electronic technology education students in Nnamdi Azikiwe University, Awka.

Research Method

The study adopted a correlational research design. According to Nworgu (2015), correlation research survey design is used to ascertain if two or more variables relate with each other. It is therefore adequate for the study as it examined the relationship between socio-economic background and academic performance of electrical/electronic technology education students in Nnamdi Azikiwe University, Awka. The population of the study was 55 students of electrical/electronic technology education in Nnamdi Azikiwe University, Awka, out of which 25 of them have neighbourhood resource facilities that were used., The instrument used for data collection was structured questionnaire which was adapted from other studies after extensive review of literature. The instruments were structured on a four-point rating scale of: Strongly Agree (SA) =4, Agree (A) =3, Disagree (D) =2 and Strongly Disagree (SD) =1. It was validated by three experts, one from the Faculty of Technology and Vocational Education while two experts were from the Faculty of Education. The reliability of the instrument was established using Cronbach alpha's method with the reliability coefficients of 0.72 and 0.82 respectively. Data were collected by the researchers with the help of two research assistants. Data collected relating to the research questions were analyzed using Pearson product moment correlation and linear regression was used to test the null hypotheses at 0.05 level of significance. The analyses were computed using the Statistical Package for Social Sciences (SPSS version 27).

Results

Research Question 1: What is the correlation between parental income and academic performance of electrical/electronic technology education students in Nnamdi Azikiwe University, Awka?

Table 1: Pearson r on parental income and academic performance of electrical/electronic technology education students in Nnamdi Azikiwe University, Awka.

Source of variation	N	Parental Income	Academic Performance	Remark
Parental Income	55	1.00	0.701	HPR
Academic performance	55	0.701	1.00	

Note. HPR=High positive relationship

Data in Table 1 revealed that a high positive relationship of 0.701 exists between parental income and academic performance of electrical/electronic technology education students in Nnamdi Azikiwe University, Awka.

Research Question 2: What is the correlation between neighbourhood resources and academic performance of electrical/electronic technology education students in Nnamdi Azikiwe University, Awka?

Table 2: Pearson r on neighbourhood resources and academic performance of electrical/electronic technology education students in Nnamdi Azikiwe University, Awka.

Source of variation	N	Neighbourhood resources	Academic Performance	Remark
Neighbourhood resources	25	1.00	0. 370	MPR
Academic performance	25	0.370	1.00	

Note. MPR=Moderate positive relationship

Data in Table 2 revealed that a moderate positive relationship of 0.370 exists between neighbourhood resources and academic performance of electrical/electronic technology education students in Nnamdi Azikiwe University, Awka.

Hypothesis 1. There is no significant correlation between parental income and academic performance of electrical/electronic technology education students in Nnamdi Azikiwe University, Awka.

Table 3: Linear regression on the relationship between parental income and academic performance of electrical/electronic technology education students in Nnamdi Azikiwe University, Awka.

N	R	R^2	Adjusted R^2	Df	F	p-value	Remark
55	0.700	0.490	0.477	53	37.501	0.001	S

Note. S = Significant

Result presented in Table 3 reveals that at 0.05 level of significance and 53df, the calculated F of 37.501 with p-value 0.001 which is less than 0.05, hence the null hypothesis is rejected. This means that there is a significant relationship between parental income and academic performance of electrical/electronic technology education students in Nnamdi Azikiwe University, Awka.

Hypothesis 2. There is no significant correlation between neighbourhood resources and academic performance of electrical/electronic technology education students in Nnamdi Azikiwe University, Awka.

Table 4: Linear regression on the relationship between neighbourhood resources and academic performance of electrical/electronic technology education students in Nnamdi Azikiwe University, Awka.

N	R	R^2	Adjusted R^2	Df	F	p-value	Remark
25	0.379	0.144	0.119	23	5.706	0.225	NS

Note. NS=Not Significant

Result presented in Table 4 reveals that at 0.05 level of significance and 23df, the calculated F value of 5.706 with p-value 0.225 is greater than 0.05, hence the null hypothesis is not rejected. This implies that there is no significant relationship between neighbourhood resources and academic performance of electrical/electronic technology education students in Nnamdi Azikiwe University, Awka.

Discussion of Findings

The findings of this study on table 1 and Table 3 revealed a high positive relationship

of 0.701 and that the relationship between parental income and academic performance of electrical/electronic technology education students in Nnamdi Azikiwe University, Awka is significant with p-value of 0.001 which is less than 0.05. The findings conform with the findings of Amazu & Okoro (2015) and Adeniran (2018) who reported that parental income level significantly impacts students' ability to access educational resources, such as textbooks, computers, and private tutoring.

The study further revealed on Table 2 that there is a moderate positive relationship of 0.571 between neighbourhood resources and academic performance of electrical/electronic technology education students in Nnamdi Azikiwe University, Awka. This finding is consistent with Murray and Greenberg (2020), who emphasized the role of a resource-rich neighbourhood in providing opportunities for students to thrive academically. Similarly, Ike & Edeh (2019) and Njoku & Mgbomo (2021) supported the view that field trips and community resources have a positive impact on the academic achievement of students.

However, the result on table 4 revealed that there is no significant relationship between neighbourhood resources and academic performance of electrical/electronic technology education students in Nnamdi Azikiwe University, Awka. Kelly, (2024) reported that Neighbourhood with high rate of crimes and social problems can create a stressful and unsafe environment which in turn can negatively affect the academic performance of students. More also, perhaps that was why Tan and Hew (2016) argued that even in resource-rich neighbourhoods, students may still underperform if they lack personal discipline or if educational resources are underutilized.

Conclusion

Based on the findings of this study it was concluded that there was a high positive relationship between parental income and academic performance of electrical/electronic technology education students. However, there is no significant relationship between neighbourhood resources and academic performance of electrical/electronic technology education students in Nnamdi Azikiwe University, Awka.

Recommendations

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

1. Impact of parental education on students' engagement in tertiary institutions in Anambra State.
2. Motivational strategies to enhance academic performance of electrical/electronic technology education students in Nnamdi Azikiwe University, Awka.

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