

Influence of Parents' Socioeconomic Status on Performance of School Children in Kabong, Jos North Local Government Area, Plateau State, Nigeria

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Abstract

This study examines the influence of parents' socioeconomic status on the performance of school children in Kabong, Jos North LGA, Plateau State, Nigeria. The purpose is to critically study how parents' occupation and environment affect the educational outcomes of the child. The social survey design was employed for the study. The study adopted mixed method and used questionnaire tagged: Parents' Socioeconomic Status and Performance of School Children Questionnaire (PSSPSCQ) of Parents and Educational Performance of a Child Questionnaire, and accompanied by interview guide as instruments of data collection. Instruments were subjected to content validity and questionnaire was tested after a pilot study using Cronbach's reliability test which yielded a coefficient of 0.837. A sample size of 378 parents and teachers was determined using Krejcie & Morgan formula. Respondents were selected using multi-stage sampling technique. Data collected was collated using SPSS v.26 and presented in simple percentages and cross tabulations, while qualitative data collected was analyzed using thematic content analysis. The study discovered that, socio-economic status of parents affects the educational outcomes of children to a large extent. Lower income generally correlates with lower academic outcomes and vice versa; conducive home environment affects children's academic performance, particularly the availability of a quiet reading space and access to educational resources. The study recommended that: there is need to improve the occupational status through welfare programs, flexible job opportunities, and vocational training to enhance financial stability and school involvement. NGOs, FBOs, and CSOs should provide learning resources such as such as reading spaces, computers, and internet access can significantly enhance academic performance, especially for children from underprivileged backgrounds, since many homes lack conducive study environments.

Key words: Socioeconomic status, children's educational performance, occupation and environment,

Introduction

The onus is on parents for the proper training and development. In other words, parents are wholly responsible for the upbringing of children by catering for their physical, social, emotional and psychological needs as well as instilling in them, societal norms and values that will help in building strong moral character and stimulating their intellect for better reception of education. This is only achieved by having a congenial home environment for the children. Education received by a child from parents and others at home is most likely to have dominant effects on the behaviors of the child later in life. Bhat (2022) helped us to understand the role of parents in education when he observed that, education originated as a way of transmitting cultural information down through the generations with parents serving as conduits for each successive generation.

Suffice it to say, education is deeply intertwined with the home environment and parental efforts. The home serves as the first learning space where children acquire foundational knowledge about life, society, and social interactions. Parents lay the groundwork for intellectual and personal development by shaping their children's values, beliefs, and habits, which, in turn, influence their academic success (Stipanovic & Fairchild, 2010). According to Abdu-Raheem (2015), parents' socioeconomic status – comprising factors such as education level, occupation, income, and place of residence – significantly impacts

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children's educational performance. These factors determine access to resources that enhance learning and academic achievement.

UNICEF (2022) reports that children in slum neighborhoods often perform poorly in school compared to their counterparts in urban areas due to limited access to learning facilities and other necessary resources. Urban slums are characterized by overcrowding, poor sanitation, high disease prevalence, low-paying jobs, and inadequate social amenities like water and electricity. They are also regarded as underserved areas. Schools in these areas face shortages of basic infrastructure (such as health, power and water supply), qualified teachers, learning materials, and environmental challenges, all of which hinder academic performance. Additionally, the rising insecurity – manifesting in banditry, kidnappings, and violent attacks – has exacerbated economic disparities and forced rural migrants into urban slums as safe havens, further straining already inadequate educational resources. These challenges necessitate a critical examination of how socioeconomic factors shape children's educational outcomes in such environments.

Despite these underlying problems, less attention has been given to underserved areas such as Kabong Community to mitigate the learning challenges thereby improve the educational outcomes of the children. It has been well established by several studies that parental socioeconomic status, including factors such as educational level, occupation, and income, place of abode, significantly influence students' educational achievement (Ahmad, & Najeemah, 2013; Abdu-Raheem, 2015; Garba, & Sanda, 2007). However, no close attention has been given to families in slum neighborhoods or underserved areas where the major population of people in town resides. Thus, there is need to critically examine how the socioeconomic status of parents, that is, income, occupation, education and environment influence continually hamper the educational performance of children in Jos North Local Government Area, Plateau State.

Objectives of the Study

The study aimed to examine influence of parental socioeconomic status on children's educational performance in Kabong, Jos North Local Government Area, Plateau State. However, the study specifically seeks to:

- (i) Determine the effect of occupational status of parents on children's performance in Kabong, Jos North Local Government Area, Plateau State.
- (ii) Examine environmental factors related to socioeconomic status that affect the educational performance of children in Kabong, Jos North Local Government Area, Plateau State.

Research Question:

1. What is the effect of occupational status of parents on children's performance in Kabong, Jos North Local Government Area, Plateau State?
2. What are the environmental factors related to socioeconomic status that affect the educational performance of children in Kabong, Jos North Local Government Area, Plateau State?

Socioeconomic Status and Parenting

Socioeconomic status (SES) refers to the social and economic factors that characterize an individual or family, influencing their access to resources, opportunities, and overall quality of life. It is commonly assessed through a combination of income, education level, and occupation, reflecting how individuals or groups relate to society in terms of power, privilege, and access to economic resources (Lareau, 2011). Socioeconomic status (SES) is defined by American Psychological Association, (2020) as the social standing or class of an individual or group, often measured as a combination of education, income, and occupation. SES influences various aspects of life, including health, educational attainment, and access to resources. The World Health Organization (WHO) describes socioeconomic status as the social and economic factors that influence an individual's or group's position within a hierarchical social structure. These factors include income, education, occupation, and access to healthcare, which collectively impact health outcomes and quality of life (WHO, 2019). Furthermore, Galobardes, Shaw, Lawlor, Lynch, and Davey Smith, (2006) define socioeconomic status as a composite measure that reflects an individual's or household's

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economic and social position relative to others, based on income, education, and occupation. They argue that understanding SES is crucial for examining education, income, health disparities as well as social inequalities in society.

Socioeconomic status is generally classified into three categories: lower, middle, and upper. The lower class includes individuals with low income, limited education, and less prestigious jobs, often facing challenges like restricted access to healthcare and education (Domhoff, 2011). The middle class comprises professionals such as teachers and nurses with stable incomes and better educational opportunities, leading to an improved quality of life (Goldthorpe, 2013). The upper class consists of wealthy individuals in high-ranking positions, such as executives and doctors, who enjoy exclusive resources and greater life opportunities (Domhoff, 2010).

Parenting on the other hand encompasses the behaviors, practices, and roles that parents undertake to raise their children. It involves providing for the child's physical needs, ensuring their safety, nurturing emotional well-being, fostering social development, and guiding educational and moral growth. Baumrind (1991 cited in Adekoya, 2021) defines parenting as the collection of practices, strategies, and actions employed by parents to raise their children, emphasizing different styles such as authoritative, authoritarian, and permissive parenting. These styles are characterized by varying levels of responsiveness and demandingness.

Socioeconomic status (SES) significantly influences parenting by shaping the resources, opportunities, and environment available for child development, (UNICEF, 2022). Parents with higher SES often have greater financial stability, higher education levels, and access to quality healthcare, which allows them to provide better educational support, extracurricular activities, and a nurturing home environment (Zehri, & Abdelbaki, 2023). In contrast, lower SES parents may struggle with job instability, limited educational attainment, and financial constraints, leading to challenges in meeting their children's academic and emotional needs (UNDP, 2023). Additionally, SES affects parenting styles, as higher-income parents tend to engage in more authoritative and involved parenting, while lower-income parents may adopt more authoritarian approaches due to economic stress and limited time (Smith, & Johnson, 2023). These differences in parental involvement and resources ultimately impact children's cognitive, social, and emotional development.

Occupational Status of Parents and Children's Performance

Parental occupation plays a significant role in shaping children's academic performance, as highlighted in various studies. Research by Owuor, Simatwa, and Ndolo (2023) found that stable occupations positively influence children's academic success, emphasizing the importance of parents as role models. Additionally, Munir, Faiza, and Daud (2023) discovered that higher socioeconomic status (SES) families tend to provide better educational resources, parental involvement, and stable home environments, leading to higher academic achievement. However, the study did not fully address variations within the same SES group, as some students from lower SES backgrounds still excelled due to strong parental engagement or motivation. Furthermore, Zhang and Xie (2017) found that parents in higher occupational classes, with more social capital, positively impacted their children's educational performance, though the findings were more reflective of Chinese society and may differ in other regions, such as Nigeria and Kabong. Other studies further explore the link between parental occupation and academic performance. Zehri and Abdelbaki (2023) found that children of parents in higher-status jobs, like government or business roles, had more resources and better academic outcomes, while those with parents in lower-status jobs faced more challenges. Similarly, Sullivan, Ketende, and Joshi (2013) used data from the UK Millennium Cohort Study to show that children of parents in professional occupations achieved higher academic results. Studies from Srivastava and Singh (2017) and Onyedikachim and Ezekiel-Hart (2021) also emphasize how parental involvement and occupational status contribute to academic success, especially when parents are educated or have stable jobs.

Environmental Factors Related to Socioeconomic Status and Children's Educational Performance

Okoye and Musa's (2024) study explored the impact of environmental factors on educational outcomes in urban and semi-urban areas in Nigeria. They found that students in urban areas generally outperformed those in semi-urban areas due to better infrastructure and access to resources. However, they also highlighted significant disparities within urban areas, especially in

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slums, where overcrowding and inadequate facilities hindered academic progress. The study stressed the importance of improving infrastructure and resources in underprivileged urban areas to address these challenges. Similarly, Adewale and Eze (2023) examined the relationship between housing conditions and academic performance, revealing that poor housing in densely populated urban slums, characterized by factors like overcrowding and noise pollution, negatively impacted students' academic outcomes. They concluded that improving housing quality through better urban planning could enhance educational performance, though their study lacked theoretical frameworks to fully explain how housing affects cognitive development. Other studies also highlight the role of environmental factors in academic success. Smith and Johnson's (2023) research found that students from higher-SES families had enriched home environments with access to learning materials and quiet study spaces, which positively impacted their academic performance. Additionally, Voight, Shinn, and Nation (2012) investigated the effects of residential mobility on academic outcomes and found that frequent moves, especially in low-income families, were linked to lower academic performance due to disruptions like changing schools and losing social networks. Their study concluded that housing stability is essential for consistent academic achievement, though it did not offer a clear theoretical explanation for the impact of residential mobility.

Theoretical Framework

The study is anchored on Bioecological Systems Theory, developed by Urie Bronfenbrenner (1979), as it provides a comprehensive framework for understanding the environmental systems that influence a child's development, including their educational performance. The theory emphasizes the interconnectedness of various environmental systems, such as the family, school, peers, community, sociocultural beliefs, and policy regimes. It categorizes these influences into three levels: the microsystem, mesosystem, and exosystem. At the microsystem level, children from higher socioeconomic backgrounds often benefit from enriched environments, including access to resources and supportive family dynamics, which positively affect their academic outcomes. On the other hand, children from lower socioeconomic backgrounds may face challenges like unstable home environments and limited resources, which can hinder their academic success. The mesosystem and exosystem levels further explain the influence of family-school relationships and external factors like parents' workplaces and community resources. Higher SES parents tend to have positive relationships with teachers and engage more actively in their children's education, fostering academic success. In contrast, lower SES families may struggle with involvement due to work demands or limited resources. The exosystem highlights how external factors, such as community support and safe neighborhoods, indirectly influence educational outcomes. Despite its strengths in providing a holistic view of development and environmental factors, the Bioecological Systems Theory is critiqued for being complex and challenging to apply in practice, especially in understanding individual differences and internal processes. Nonetheless, this theory forms the basis for the study, as it offers insights into how environmental factors, particularly socioeconomic status, shape educational performance.

Area of the Study

The location of the study was Kabong District, Jos North Local Government Area. Kabong is the most dynamic suburb within Jos-North Local Government Area of Plateau State in North Central Nigeria. Before the creation of Jos North LGA in 1992, it was under Du in the old Jos LGA. Kabong gained her autonomy and became a district of her own in 1983. Kabong gained her autonomy and became a district of her own in 1983.

Methodology

The study adopted social survey design as it is considered suitable as it also facilitates the collection of data from large population through questionnaire, interview and observation. It is suitable also in describing social characteristics and assessing the perception of people about a particular subject (Fowler, 2014). Mixed method which combines quantitative data and qualitative data was used for wholistic data collection. Hence, three key instruments were used for data collection namely: Structured Questionnaire tagged: *Parents' Socioeconomic Status and Performance of School Children Questionnaire (PSSPSCQ)*, Interview Guide and Observation. A sample size of 378 parents and teachers was determined using Krejcie and Morgan (1970) formula with 0.5 margin of error and a total population of 68,559, (Dung, 2017). The study used a multi-stage sampling approach. First, 24 streets were randomly selected from six chosen Angwas. Next, four households with children were randomly chosen from each street, totaling 96 households. Finally, four respondents were selected from each household,

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from there 378 is gotten. A pilot study was conducted with 50 respondents from Tudun Wada Community in Jos North LGA, Plateau state and was analyzed using Cronbach's reliability test which yielded a coefficient of 0.837. Data from questionnaire was analyzed using SPSS version 26 while interview was analyzed using thematic content analysis through developing themes and codes such as: work nature, parental support, economic challenge, and community infrastructure. Presentation of data from questionnaire, interview and observation was done in a triangulating manner – side by side to confirm the veracity of the data.

Presentation of Results

Findings from the study are presented below:

Question 1: Does the nature of work of parents allow them to give adequate attention to the school need of the school child[ren]?

Table 1: Respondents' view on whether their nature of work allow them to give adequate attention to the school need of their school child[ren]

Response	Frequency (n)	Percent (%)
Yes	168	47.7
No	148	42.0
Can't Say	36	10.2
Total	352	100.0

Source: Field Survey 2024

Table 1 shows that, 47.7%(n=168) of the respondents affirmed that their nature of work stops them from giving adequate attention to the school needs of the children while 42.0%(n=148) of the respondents negated this assertion and 10.2%(n=36) of the respondents could not say. The table reveals that the nature of job parents are engaged in affects the quality of time and attention of parents given to children in relation to their school. Furthermore, in an interview conducted with a community leader in Angwan Mission and religious leader in Angwan Jirgi, the respondents observed that children of the community suffer from the negligence from their parents. Parents are always busy looking for money without giving close attention to the things that matter which is the children. The religious leader observed that no amount of money will ever make up for the time lost and parents often forget this. Beyond the educational needs of the children, their psychological wellbeing is also affected because they are mostly alone, they will feel withdrawn and not open up their problems at home and will later translate to how they react and interact with their peers and teachers at school. This corroborated with the work of Onyedikachim and Ezekiel-Hart (2021), observed that nature of work of parents affects the educational outcomes of the children. Students with highly involved parents, especially those who were well-educated or had stable professional occupations, exhibited better academic outcomes.

Question 2: How frequent do parents attend PTA, Open Day or any meeting at school for their child[ren]?

Table 2: Parents' Attendance of PTA/Open Day in School and Position of Children in Class

Position of Children	Attending PTA/Open Day in School										Total
	Always		Severally		Only When chanced		Rarely		Never		
	N	%	N	%	N	%	N	%	N	%	
1-5	12	27.3	12	16.7	8	4.9	0	0	0	0	32
6-10	8	18.2	20	27.8	24	14.6	0	0	0	0	52
11-15	24	54.5	28	38.9	104	63.4	12	30	4	10	172
16-20	0	0	12	16.7	20	12.2	16	40	28	90	76
21 & Above	0	0	0	0	8	4.9	12	30	0	0	20
Total	44	100.0	72	100.0	164	100.0	40	100.0	40	100.0	352

Source: Field Survey, 2024

In Table 2, the cross-tabulation results indicate a strong relationship between parental involvement in school events or activities of children, such as PTA meetings, and the academic performance of children. Among the students ranked 1-5, 12 children have parents who attend these meetings always or several times, highlighting a correlation between frequent parental engagement and higher academic performance. Conversely, the 11-15 ranking shows that 104 out of 172 parents only attend when they have time, which may contribute to the children's lower performance. By implication, the data shows that increased

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parental participation in school activities significantly impacts children's academic achievements, emphasizing the importance of fostering a school environment that encourages and facilitates active parental involvement for better educational outcomes.

Question 3: In what ways has parental level of income affected the position of the child in class?

Table 3: Level of Parental Income and Position of Children in Class

Position of Children	Parental Income												Total
	<20k		21k – 40k		41k – 60k		61k-80k		81k-100k		>100k		
	N	%	N	%	N	%	N	%	N	%	N	%	
1-5	20	35.7	12	7.7	0	0	0	0	0	0	0	0	32
6-10	0	0	28	18.0	24	43.0	0	0	0	0	0	0	52
11-15	8	14.3	88	56.4	60	62.5	4	100	8	100	4	12.5	172
16-20	12	21.4	24	15.4	12	12.5	0	0	0	0	28	87.5	76
21 & Above	16	28.6	4	2.5	0	0	0	0	0	0	0	0	20
Total	56	100	156	100	96	100	4	100	8	100	32	100.0	352

Source: Field Survey, 2024 (SPSS Output)

In Table 3, the cross-tabulation between parents' monthly income levels and their children's class positions reveals a significant relationship, indicating that higher income correlates with better academic performance. Out of the 352 parents surveyed, 20 children of parents earning less than N20,000 ranked in the 1-5 category, suggesting some level of academic success despite lower income. However, the 6-10 ranking category shows a notable concentration of 28 children whose parents earn between N21,000 to N40,000, reflecting a trend where moderate income supports improved academic performance. The largest group, comprising 88 children, falls within the 11-15 category, primarily associated with parents earning between N21,000 to N40,000 and N41,000 to N60,000, indicating that financial stability may enhance academic outcomes. Conversely, in the 16-20 category, 28 children belong to parents earning above N100,000, suggesting that even higher income does not guarantee academic success. This implies that while income plays a crucial role in shaping academic performance, it is not the sole determinant; other factors such as parental engagement and educational support may also be significant contributors to children's success in school.

Furthermore, in an interview with a Religious leader (male) in Angwan Mission, the participant observed said the following:

Families here are middle- and low-income families...this level of income of the families play a part in the child's education. In these turbulent economic times where food is very expensive and things are very hard, parents suffer more to buy food, buy clothes, take care of bills and also pay the school fees of children. Families are living by the Grace of God you know, so their education is also in the hands of God. It is very few families. ... quite alright quality of schools varies in this community. There are the ones that are good and there are those that are average but it depends on the affordability of parents. Parents in times like these do not have much money to send their children in good schools but some parents take their schools in other areas like Rock Haven, Zaria Road and so on and you can see the busses coming every morning to pick these children here but the ones that are going to LEA primary schools are, tor... all I can say is that it is God that has been helping these children.

In line with this, Cooper and Stewart (2023) emphasize that household income plays a crucial role in shaping educational attainment. Income facilitates access to educational resources, such as better schools, private tutoring, and extracurricular activities, which are pivotal in academic success. Also, parental involvement and a supportive home environment, which are more likely in higher-income families, contribute to children's educational achievements. Chetty, Hendren, Lin, Majerovits, and Scuderi, (2018) maintained that increase in family income can impact children's opportunities and outcomes in education and beyond. Also, Hanson, et al (2024) observed that higher parental income significantly correlates with improved academic performance and cognitive development, particularly in areas such as memory, problem-solving, and verbal skills. Neuroimaging revealed that children from higher-income households showed greater development in brain regions associated

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with learning and memory. Conversely, children from lower-income families exhibited more challenges in these areas, often exacerbated by stress and limited access to educational resources.

Question 4: What is the connection between the availability of a quiet reading space at home and children's performance in class?

Table 4: Availability of Reading Space at Home and Class Position of a Child

Position of Children	Availability of Reading Space						Total
	Yes		No		Can't Say		
	N	%	N	%	N	%	
1-5	20	16.1	12	6.1	0	0	32
6-10	12	9.7	36	18.4	4	3.0	52
11-15	72	58.1	84	42.9	16	50	172
16-20	20	16.1	44	22.4	12	37.5	76
21 & Above	0	0	20	10.2	0	0	20
Total	124	100.0	196	100.0	32	100.0	352

Source: Field Survey, 2024 (SPSS Output)

In table 4, the cross-tabulation results reveal a notable connection between the availability of a quiet reading space at home and children's academic performance. Among students ranked 1-5, 20 out of 32 parents indicated that they have a designated quiet reading space for their children, suggesting that such an environment may contribute positively to their academic success. In contrast, the 11-15 ranking shows a higher proportion of parents (over 84) without a quiet reading space, which correlates with lower academic performance. Implicatively, the significance of a conducive home environment, particularly the availability of a quiet reading area, in fostering better educational outcomes for children, thus, the need for parents to create spaces that encourage focused study and reading is imperative. In line with this Okoye and Musa (2024) observed that urban students performed better than their semi-urban counterparts, primarily due to superior infrastructure and resource availability.

Question 5: How does access to educational resources [specifically computers, the internet, and tutoring] affect the academic performance of children in the Kabong community

Table 5: Availability of Computer, Internet, Tutoring at Home and Position of Children in Class

Position of Children	Availability of Computer, Internet, Tutoring						Total
	Yes		No		Can't Say		
	N	%	N	%	N	%	
1-5	4	10	28	10.1	0	0	32
6-10	8	20	36	13.0	8	22.2	52
11-15	16	40	140	50.7	16	44.5	172
16-20	12	30	52	18.9	12	33.3	76
21 & Above	0	0	20	7.3	0	0	20
Total	40	100.0	276	100.0	36	100.0	352

Source: Field Survey, 2024 (SPSS Output)

From Table 5, the cross-tabulation analysis illustrates a clear correlation between access to educational resources – specifically computers, the internet, and tutoring – and the academic performance of children in the Kabong community. Among those students ranked 1-5, only 4 out of 32 parents reported that their children have access to these resources, indicating a potential disadvantage in academic performance. In stark contrast, the 11-15 ranking category shows a significant proportion (140) of children lacking access to these vital educational tools. This implies that limited access to technology and tutoring may hinder academic achievement. According to Katz, Huffman, & Morris (2017), students with reliable internet access at home tend to have better grades and higher test scores due to easier access to information, educational resources and online learning tools.

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Cueto, Santiago and Wills (2006) observed that access to home computers can improve children's academic performance, particularly in subjects like mathematics and language, by facilitating educational activities homework.

Question 6: What is the effect of the presence of role models in the neighborhood on children's academic performance in the Kabong community?

Table 6: Presence of Role Models in the Environment and Position of Children in Class

Table 6: Presence of Role Models in the Environment and Position of Children in Class							
Position of Children	Presence of Role Models in the Environment						Total
	Yes		No		Can't Say		
	N	%	N	%	N	%	
1-5	0	0	28	15.6	4	5.3	32
6-10	24	25	24	13.3	4	5.3	52
11-15	60	62.5	76	42.2	36	47.4	172
16-20	12	12.5	44	24.5	20	26.3	76
21 & Above	0	0	8	4.4	12	15.7	20
Total	96	100.0	180	100.0	76	100.0	352

Source: Field Survey, 2024

In Table 6, the cross-tabulation data reveals a notable relationship between the presence of role models in the neighborhood and children's academic performance in the Kabong community. Among students ranked 1-5, no parents indicated the existence of motivating role models, with 28 out of 32 reporting no such influence. Conversely, for students ranked 11-15, 60 parents acknowledged the presence of role models, suggesting that inspiration from community figures may positively impact motivation and academic achievement. This pattern highlights the potential significance of having accessible role models, as their influence can encourage students to strive for higher academic standings, emphasizing the need for community initiatives that foster positive role models to enhance educational outcomes.

To further substantiate this, an interview conducted with a male teacher in one of the schools in Anguwan Soya observed that the community has a bad influence on the people because there are many areas in the community that sell alcohol, there are also many betting shops and youths of the community always indulge in either betting, alcoholism and crime which does not give the children a good example; also, noise pollution affects the child. A respondent specifically said this:

No, I don't think we have good role models in this community that these children will look up to. I am not saying that the community is entirely bad but my observation is coming from the area of majority. Majority of the youths just want quick money so you will see them in bet9ja shops from the morning till night. Sometimes they do not have money to bet so they steal from neighbours and sometimes in the street at night. Many people have complained of phone snatching, you know 'kolat' now, but it has reduced these days sha. ... good role models are lacking in this area. See those areas, they are all bet shops, the other side there by the street are just burkutu houses where people drink and misbehave. ... also the community is choked up with people and there is so much pollution, when there is so much noise, fight and disturbances, the child cannot concentrated in his study.

Another participant who is a community leader in Rafin Gambo (male) observed that:

Well, I can say there are good ones and there are bad ones but the bad ones here outshine the good ones. We are trying our best to sanitize this community from the bad eggs so that the children that are coming up can pick something good and make their lives better. It is very important.

In relation to this, Stipanovic and Fairchild (2010) observed that adolescents who perceive their parents, elder ones and peers as role models are more likely to have higher educational expectations and academic performance. The presence of supportive and successful role models encourages students to strive for higher educational goals.

Discussion of Findings

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The study discovered that socio-economic status of parents affects the educational outcomes of children to a large extent. Low-income status of parents greatly affects the educational performance of their children in a negative direction. The level of income of parents in Kabong is low, around 41,000 to 60,000 monthly which is often not sufficient to cater for all the needs of the family including the educational needs of the children. The level of income of parents delays the early enrollment of the child in school which affects how the child adjusts in school and excel. More so, the nature of job parents are engaged in affects the quality of time and attention of parents given to children in relation to their school. The cross-tabulation analysis in Tables 2 and 3 revealed the impact of parents' income levels and involvement in school activities on children's academic performance. Higher income generally correlates with better academic outcomes, as seen in the 1-5 ranking category, where children of parents earning less than N20,000 still achieved academic success, though moderate-income levels (N21,000–N40,000) supported a larger number of students in the 6-10 ranking. However, financial stability alone does not guarantee success, as 28 children in the 16-20 category had parents earning above N100,000, suggesting other influencing factors. Similarly, parental involvement in school activities, such as PTA, School Meetings and Open Day activities meetings, significantly impacts performance, with 12 children in the top-ranking category having parents who actively participate, whereas 104 parents of lower-ranking students attended only occasionally. This corroborated with the work of Onyedikachim and Ezekiel-Hart (2021), observed that nature of work of parents affects the educational outcomes of the children. Students with highly involved parents, especially those who were well-educated or had stable professional occupations, exhibited better academic outcomes.

The study discovered that a conducive home environment affects children's academic performance, particularly the availability of a quiet reading space and access to educational resources. Students ranked 1-5 were more likely to have a designated reading area at home, while those ranked 11-15 lacked such spaces, correlating with lower academic performance. Similarly, limited access to computers, the internet, and tutoring at home was associated with poor academic outcomes, reinforcing findings by Katz, Huffman, and Morris (2017) that students with reliable internet access perform better. Cueto, Santiago, and Wills (2006) also noted that home computers enhance learning, especially in mathematics and language. Furthermore, interviews revealed that environmental factors beyond the home also significantly impact children's academic performance. Issues such as poor community infrastructure, the absence of positive role models, the prevalence of betting and alcohol consumption centers, noise pollution, and inadequate sanitation contribute negatively to educational outcomes. The lack of role models and exposure to social vices like gambling, substance abuse, and criminal activities limit children's aspirations and motivation for academic success. Additionally, overcrowded living conditions and persistent noise create distractions that hinder concentration and effective study. Poor sanitation increases the risk of illnesses such as malaria and cholera, leading to prolonged school absences, while the inadequate availability of healthcare facilities further worsen the situation. In relation to this, Stipanovic and Fairchild (2010) observed that adolescents who perceive their parents, elder ones and peers as role models are more likely to have higher educational expectations and academic performance. The presence of supportive and successful role models encourages students to strive for higher educational goals. This also supports Bronfenbrenner's Bioecological Systems Theory (1979) as the theory demonstrates how a child's home and community environment, including access to resources, parental involvement, and neighborhood conditions, collectively influence academic performance.

Conclusion

Parental socioeconomic status affects the educational outcome of children in no small measure. Low-income levels in Kabong, typically ranging between N41,000 to N60,000 monthly, often hinder parents' ability to provide for their children's educational needs, leading to delayed school enrollment and difficulties in academic adjustment. The cross-tabulation analysis revealed that while higher income generally correlates with better academic performance, financial stability alone does not guarantee success. For instance, some children from low-income families excel academically, while some from high-income families struggle, indicating that factors beyond income, such as parental involvement and access to learning resources, play a crucial role. Active participation in school activities, such as PTA meetings and open days, was found to have a significant impact on academic performance, with children whose parents are actively involved performing better than those whose parents participate only occasionally. Furthermore, environmental factors beyond the home significantly impact children's educational outcomes. The absence of positive role models, the presence of gambling and alcohol consumption centers, noise pollution, and poor sanitation contribute negatively to students' academic performance. Exposure to social vices such as substance abuse and crime lowers children's aspirations, while overcrowded living conditions and persistent noise create distractions that hinder effective study. Additionally, poor sanitation leads to frequent illnesses, such as malaria and cholera, resulting in prolonged

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school absences, and the lack of adequate healthcare facilities exacerbates the problem. Therefore, cogent and urgent measures need to be taken to improve the educational outcomes of the children

Recommendations

To improve the learning outcomes of children, the following recommendations are forwarded:

1. It is essential to address the occupational status of parents by promoting welfare programs and encouraging job opportunities that offer flexibility, allowing parents to dedicate more time to their children's education. The Ministry of Education, in collaboration with social workers, should advocate for workplace policies that enable parents, especially those in low-income jobs, to have work schedules that accommodate school involvement. Additionally, vocational training and skill acquisition programs should be promoted to help parents transition into occupations that provide financial stability and flexibility, enabling them to actively participate in school activities such as PTA meetings and open days. Social welfare programs should also be strengthened to provide financial assistance to struggling families, ensuring that economic hardship does not prevent children from receiving quality education.
2. The provision of essential learning resources such as reading spaces, computers, and internet access can significantly enhance academic performance, especially for children from underprivileged backgrounds. Since many homes lack conducive study environments, NGOs, Faith-Based Organizations (FBOs), and Civil Society Organizations (CSOs) should invest in establishing community learning centers equipped with libraries, computers, and internet access. These centers should serve as safe spaces where children can study, complete assignments, and access digital learning tools. Additionally, these organizations should provide educational grants and scholarships to ensure that children from low-income families and underserved communities have the necessary resources to succeed academically.

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