



**NIGERIAN ONLINE JOURNAL OF
EDUCATIONAL SCIENCES AND
TECHNOLOGY**

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**INFLUENCE OF PARENTAL ECONOMIC STATUS ON EDUCATIONAL
ATTAINMENT OF SECONDARY SCHOOL STUDENTS' IN ETI-OSA, LAGOS STATE**

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To cite this article:

AbdulAziz, I., Adegboye, S. O. & Rasheed, S, A. (2022). Influence of parental economic status on educational attainment of secondary school students' in Eti-Osa, Lagos State. *Nigerian Online Journal of Educational Sciences and Technology (NOJEST)*, 4 (1), 28- 36

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**INFLUENCE OF PARENTAL ECONOMIC STATUS ON EDUCATIONAL
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Article Infor

Article History

Received:
12 November 2021

Accepted:
23 March 2022

Keywords

*Parental, Economic, Status,
Educational, Attainment*

Abstract

This study investigated the relationship between parents' socio-economic status and their children's educational attainment. The main objective of the study was to know about different socio-economic factors (parents' income level, parents' education level, parents', and occupational status) that affect students' educational attainment in Eti-Osa local government secondary schools. This study was a descriptive study and co-relational in nature. Two hundred (200) students were sampled from the sampled schools. Demographic data of the respondents were analyzed with the use of frequency and percentages. To answer the research hypotheses, ANOVA and t-test were used at a 0.05 level of significance. Finally, the study unveiled significant differences in parents' income as regards the academic attainment of the students. It was recommended that government should take some serious initiatives in uplifting the socio-economic status of people, especially focusing on the increase of their family income, and providing education to their children to achieve good status in the society.

Introduction

Education provides knowledge and skills, inculcate values, training of instincts, fostering the right attitude and habit of the students or learners. Jimba (2020) observed that, cultural heritage and values are transmitted from one generation to another through education. The responsibility of training a child always based in the hand of the parents. This is congruent with the common assertion by sociologist that education can be an instrument of cultural change which is being taught from home and some other places in the society. It is not out of place to imagine that parental socio-economic background can have possible effects on the educational attainment of students in school. Whatsoever affect the development stage of children would possibly affect their education or disposition at a point in time.

Nigeria like any other developing nations witnessed series of political instability with various effects on educational policies at federal, state, and local government levels. This gradually laid the foundation of fallen standard of education at the primary and secondary school levels, which caused differential academic performance of student in the quest of finding survival feet. (Shittu 2001). Opined that the nation has evolved the socio-economic and educational measure, but this have not improved the socio-economic of status family in the country (Balogun, 2019). Social classification or categorizing of individuals to different socio-economic status is common in almost all societies all. However, Sewnet (2017) also reveals that some of the criteria used to rank its members in a certain society are social origin, educational background, wealth, power, religion etc. Admasu (2016) asserted that the social positions of students' family have influences on their educational opportunities, access, and academic performance. In the study cited in (Jimba, 2013) socio-economic status is measured by an index that includes information describing family structure, parental education, and occupation. Parental labor market participation and whether a student's family has specific educational and cultural possessions at home.

Daramola (2007), opined that the role played by socio-economic status of people in the society is very minute and it can only work among the non-educated and helpless citizen in the society. This means that people nowadays have seen the benefit of holding a good status and they have started motivating their children to level up with those of higher socio-economic status and mixed in communication and interaction with them. Douglas (2016) opined that "student from lower socio-economic background status tend to have better performance and attainment, if they were privileged to attend a school that also serves students from more advantaged socio-economic background. Adeyemo (2010), said that pupils' home background/socio-economic status can have significant influence on their academic performance. It refers to family characteristics including parents' level of education, occupation, and support to the child, family size and number of siblings. Socio-economic status has also link to family structure. As single parent families on average have lower levels of income, are headed by parents with lower educational attainment and are less likely to be in the labor force, children from these families are likely to have lower educational performance. Hill (2004) argued that socio-economic status of parents does not only affect the academic performance, but also makes it impossible for children from low background to compete with their counterparts from high socio-economic background under the same academic environment. Guerin (2007) posited that parental socio-economic status could affect school children as to bring about flexibility to adjustment to the different school schedules. All these arguments indicate socio-economic status of parents have great influence on their children academic attainment.

Statement of the problem

Parents are the most crucial agent that require responsibility regarding to their children learning. Many researchers show that parents' involvement in their children's education is an important component for students' success and attainment. (Douglas 2016) However, all parents do not have the same resources or opportunities to act on education expectations for their own children. Daramola (2007), stated that many parents neglect their children education attainment because of money. Jimba (2020), reported that in Kwara state polytechnic five students were caught by Nigerian police officers in an uncompleted building instead of them to be in lecture room attending lectures they were in another area drinking alcohol, according to the report by police officers, three students out of them were from rich homes while the remaining two were from lower class, this was occurred because of peer influence. Bello (2019) opined that the student of kofar ruwa secondary school in Kano whose name is Danladi Kabir from lower class decided not to attend classroom on daily basis because of the poor condition of his parent. Abdulaziz (2019) reported that Kelvin umokoro of Al-hiqmah University in Ilorin decided not to attend lecture room because of over pampering by his parent. The report shows that his parent use to give him one hundred and fifty thousand Naira (150,000) monthly, eventually this student became delinquent in the society. Farooq (2011) studied on the factors that affect students' achievement in relation to home background, cultural and school factors in different levels. But the researcher couldn't come across any research work on the influence of economic status of parents on educational attainment of secondary school students specifically in Eti-Osa. However, as the researcher observed, there was socio-economic status difference among the community of Lagos, must be studied for it could have relation with students' educational attainment.

Objective of the Study

The study examined the influence of economic status as a predictor of educational attainment of secondary school students in Eti-Osa metropolis of Lagos State.

Research Hypothesis

The following hypotheses were tested at 0.05 level of significance

Ho1: There is no significant difference in educational attainments of student based on parents' income status.

Ho2: There is no significant There is no significant difference in educational attainments of student based on parents' educational level.

Review of Related Literature

Parent's income and Students' Academic Attainment

Researchers confirm that the level of family income greatly determine the chance of students' survival in educational system and students' academic attainment. Hassen (2005) stated that the pupils from low-income families would likely be academically poorer than those academically privileged one. Children's education could be influenced by parents' economic background. Next to their ability to educate their children, the economic status of people plays a huge role in their own education. Sclafani (2020) parents with lower income often must work longer hours to earn their small salaries. This could not let them help their children and getting more involved in their kids' learning process. Sclafani further argued that low-income parents who expressed more conflict at home over child rearing and family rules failed to provide a consistent message to their children, resulting in poorer school performance. In fact, it is not always true that lower-income parents are neglectful parents, but it is easy to slip into that stereotype under extreme pressure Sclafani (2004). Income level had also been shown to override other educational influences such as parental involvement. McNeal (2001), believed that low income negatively affects academic attainment, because low income prevent access to vital resources and create additional stress at home Marjoribanks (2016), parent-child relations also vary with parents' socio-economic status. Regarding this, Herriot, and John (1996) suggested that the lower the economic status, the weaker is parental supervision. They found that the lower the parent's socio-economic status, the less frequently do parents initiate talks with school staff about their children's problems. And also, the lower the socio-economic status, the smaller the proportion of parents interested in their children's schoolwork. Moreover, the low level the parent's socio-economic status, the less the parent's participation at school events.

Education of Parents and Students' Academic Attainment

Parents' educational level is an important factor that determines students' academic attainment. Farooq (2011) asserted that students whose parents are educated score higher on standardized tests than those whose parents were not educated at secondary school level. They affirmed that educated parents can be better communicate with their children regarding schoolworks and activities. Hill, (2004) attested that the status of parents does not only affect the academic attainment of students, but also make it impossible for children from low socio-economic background to compete well with their counterparts from high socio-economic background under the same environment. Berends & (2008), said that family is the main factor influencing the lives and outcomes of students, parental educational level is a powerful factor positively related and influence student's academic attainment. This indicates that, the great interconnection of educational level of parents with their children educational attainment. One of the reasons why literacy strongly affects student's education is because parents who have attended tertiary education are found to be more involved with their children education than that parent who did not complete secondary school (Sclafani, 2004). Illiterate parents simply have more unmanaged stress in their lives, and this stress interferes with ability and opportunity to interact with their child and they cannot handled any academic problems facing their wards in school, compare to educated parents who is available to check child's books and make any complain to the school authority when the issues arises, educated parents also create time to look at the child's previous years grades and test scores, attendance register or child punctuality in school and peers of the children that he/she moves with at a point in time. He further opined those parents with educated background have a much easier time preparing their children for school and understand what encountered students through their learning compared to parents lacking this background.

Parents' Occupation and Students' Academic Attainment.

Parents of different occupation often have different styles of child rearing, different ways of disciplining their children and different ways of reacting to their child's problems. These differences do not express themselves consistently as expected in the case of every family; rather they influence the average tendencies of families for different occupational classes. (Rothstein 2018). Occupational status of parents influences the academic attainments of children. Admasu, (2014) viewed socio-economic status as parental occupation accounts for the substantial difference in economics attainment. Similarly, Downey (cited in Admasu, 2004) revealed that parental occupation is a key factor in the progress of the child at school and in their later life. In contrast with this, Admasu, (2004) stated that parents' occupation status has no significant impact on students' academic attainment. On the other hand, Brent (1998) stated that parent's educational level has more influence than parental occupation in their children's academic attainment. Parental occupational status is strongly associated with how people think about and act in school. Brent, (2008) stated that students from high level occupation are more likely to have the economic resources to purchase instructional materials and educational service example, computers that are not available to students whose parents have low level occupational status.

Family Size and Student's Academic Attainment

Family is one of the most important agents of socialization and the most basic of all social institutions. Therefore, socio-economic status is also linked to family structure. Regarding this idea, Broderick (2005), said that family structure begins with the two or more persons, sharing a common residence, and related by blood, adoption, or marriage. In Ethiopian context, family is a group of two or more persons characterized by common residence, economic cooperation, and reproduction. It includes adults of both sexes, at least two of whom maintaining a socially approved sexual relationship because of reproduction and child rearing of one or more or adopted by the sexually cohabited adults. Balogun (2019), stated that the family plays a central role in preserving and transmitting cultural values from generation to generation. Moreover, the family provides love, care, intimacy, and primary protection to the young. Children from single parent households do not perform as well in school as children from two parent households Marjoribanks (2016), found that several different explanations for this attainment gap. Single parent households have less income and there is a lack of support that lay ground to increase stress and conflicts. He further said that Single parents often struggle with time management issues due to balancing many different areas of life on their own. Some research has also shown that single parents are less involved with their children and therefore less encouragement and have lower expectations of their children than two parents.

Theory of Economic Status

Keynesian economics (Keynesianism) are the various theories about how in the short run, and especially during recessions, economic output is strongly influenced by aggregate demand (total spending in the economy). In the Keynesian view, aggregate demand does not necessarily equal the productive capacity of the economy; instead, it is influenced by a host of factors and sometimes behaves erratically, affecting production, employment, and inflation (Sobowale, 2016). The theories forming the basis of Keynesian economics were first presented by the British economist John Maynard Keynes during the Great Depression in his 1936 book, *The General Theory of Employment, Interest and Money* (Humphrey, 1989). Keynesian economists often argue that private sector decisions sometimes lead to inefficient macroeconomic outcomes which require active policy responses by the public sector monetary policy actions by the central bank and fiscal policy actions by the government, to stabilize output over the business cycle (Sobowale, 2016). Keynesian economics served as the standard of economic model in the developed nations during the part of the Great Depression, World War II, and the post-war economic expansion (1945–1973), though it lost some influence following the oil shock and resulting stagflation of the 1970s (Shea 2002). The advent of the financial crisis of 2007–08 caused resurgence in Keynesian thought, which continues as new Keynesian economics.

Research Methodology

This is a descriptive survey research of the relationship between parents' socio-economic status and children educational attainment in Eti-osa metropolis Lagos state, Nigeria. The population for this study consisted of all public and private secondary schools located in Lagos state, Nigeria. The target population for this study were purposively selected ten (10) schools in Eti-osa metropolis in Lagos state, Nigeria. Simple random sampling technique was used to sample respondents for this study. In each school twenty (20) respondents (students) were sampled making two hundred (200) respondents all together for this study in both private and public secondary schools in Eti-osa, Lagos state. In this study SS1, SS2 and SS3 students were used to participate in the study just to have clear understanding while filling questionnaire. The instrument was used for the collection of the data was the researcher's questionnaire.

The questionnaire was designed to gather information from the respondents (students). The questionnaire divided in to two sections. Section A, deal with demographical data of the respondents, section B contained the items in the research questions which the respondents were asked to respond to. The Questionnaire was 4-point Likert scale, the instrument was developed by the researcher and was scrutinize by qualified lecturers in the department. The instruments was given to 200 students from the selected Secondary Schools in Eti-osa, Lagos state. A letter of introduction and identification was collected from the Department of Social Sciences Education, Faculty of Education University of Ilorin, to the authorities of the sampled schools. The validity of the instrument was done using content and face validity approach i.e the instrument was given to two lecturers in Social Sciences Education Department (SSE), University of Ilorin for correction. The reliability was determined using test-re-test approach. The reliability of the instrument was determined using test-retest technique at 0.5 level of significant. The research hypotheses were tested using Analysis of Variance (ANOVA) and independent sample t-test the hypothesis at 0.05 level of significance.

Characteristics of Respondents

Table 1

Distribution of Respondents Based on Gender

Gender	Frequency	Percentage
Male	85	42.5
Female	115	57.5
Total	200	100.0

Table 1: shows that 85 (42.5) % respondents of the total respondents are male, while 115 (57.5) % of the respondents are female.

Table 2

Distribution of Respondents Based on School Attended

School Attended	Frequency	Percentage
Private	104	52.0
Public	96	48.0
Total	200	100.0

Table 2: shows that 104 (52.0) % respondents of the total respondents attended private schools, while 96 (48.0) % of the respondents attended public schools.

Table 3

Distribution of Respondents Based on Class Level

Class	Frequency	Percentage
SS1	106	53.0
SS2	65	32.5
SS3	29	14.5
Total	200	100.0

Table 3: indicates that 106 (53.0) % respondents of the total respondents are in SS1 class, 65 (32.5) % are in SS2, while 29 (14.5) % are in SS3.

Table 4

Distribution of Respondents Parents Based on Parents Occupation Status

Status	Frequency	Percentage
Employed	169	84.5
Unemployed	31	15.5
Total	200	100.0

Table 4: indicates that 169 (84.5%) of the respondents' parents are employed while 31 (15.5%) are unemployed.

Table 5

Distribution of the Respondents Based on Parents Education

Level Of Education	Frequency	Percentage
SSCE	78	39.0
NCE	35	17.5
B.Sc./HND	32	16.0
Others	55	27.5
Total	200	100.0

Table 5: indicates that 78 (39%) of the respondents' parents are SSCE holders, 35 (17.5%) are NCE holders, 32 (16%) are B.Sc./HND holders while 55 (27.5%) of the respondents' parents hold others.

Table 6

Distribution of Respondents' Parents Based on Economic Status

Economic Status	Frequency	Percentage
Low	27	13.5
Medium	136	68.0
High	37	18.5
Total	200	100.0

Table 6: shows that 27 (13.5%) of the respondents' parents are of low economic status, 136 (68%) are of medium economic status and 37 (18.5%) are of a high economic status.

Hypothesis Testing

This part of the study contains the result of the tested hypotheses and interpretation of the data analyzed. The questionnaires for this study were design or developed to find out the information needed for the data analysis and hypothesis testing. All the correctly completed copies of the questionnaires were collected and subjected to the necessary statistical analysis. T-test and Analysis of variance (ANOVA) process were used to test the research hypotheses postulated for this study.

H₀₁: There is no significant difference in educational attainments of student based on parents' income status.

Table 7

ANOVA analysis of students' educational attainments based on parents' income status

Source	Sum of Squares	df	Mean Square	F-value	Sig.
Between Groups	729.381	2	364.690	5.340	0.00
Within Groups	13453.494	197	68.292		
Total	14182.875	199			

NB: *significant at 0.05 alpha level

Table 7 indicates that calculated F-value of 5.34 with a sig value which is less than 0.05. Based on this result, hypothesis one is rejected. Hence, there is significant difference in educational attainments of student based on parents' income status in Secondary School in Eti-Osa Local Government Lagos State.

H₀₂: There is no significant difference in educational attainments of student based on parents' educational level.

Table 8

ANOVA analysis of students' educational attainments based on parents' educational level.

Source	Sum of Squares	df	Mean Square	F-value	Sig.
Between Groups	517.049	3	172.350	*2.472	0.00
Within Groups	13665.826	196	69.724		
Total	14182.875	199			

NB: *significant at 0.05 alpha level

Table 8 indicates that the calculated F-value (2.472) with a sig value which is less than 0.05. Based on this result, hypothesis one is rejected. Hence, there is significant difference in educational attainments of student based on parents' educational level in secondary school in Eti-Osa Local Government Lagos State.

Discussion

There was significant difference in students' educational attainments based on parents' income status in Secondary School in Eti-Osa Local Government Lagos State. Which is contrary to Daramola (2007) which says there is no significant relationship between students' educational attainment and parents' income status in secondary school in Eti-Osa local government. There was a significant difference in Students' Educational Attainment based on parents' educational level in Secondary School in Eti-Osa Local Government Lagos State. Which is in conformity with Adeyemo (2010) which also says there is no significant difference in Educational Attainment and Parents' Educational Level in Secondary School in Eti-Osa Local Government Lagos State. This is also in line with Guerin (2017) which also says there is a relationship between students' educational attainment and parent employment in Secondary School in Eti-Osa Local Government Area Lagos State.

Conclusion

The study concluded that Parental socio-economic status is having a significant influence on the educational attainment of the 21st century learners. On the other hand, parents who do not engage in their children educational process due to different factors are also considered to be capable of repressing and destroying the motivation and ability of their children through neglect and indifference to their attainments.

Recommendations

The following recommendation were made

1. Conducive school environment and more experiment curriculum that will compensate the detrimental effect of low status of some parents should be provided.
2. The task of educating student should not be left in the hand of their individual parent alone, but government, philanthropists, non-government organizations must jointly put hand together financially and other wise to bridge the difference between the economic status.

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