

Socio-Economic Status of Parents and Children Educational Outcomes in Secondary Schools in Obubra Local Government Area, Cross River State, Nigeria

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Abstract

This study examines the relationship between parental socio-economic status (SES) and children's educational outcomes in secondary schools. A sample of 500 students from 10 public secondary schools in a local government area was selected using a simple random sampling technique. The study reveals that parental SES, employment, and family size significantly impact children's educational attainment. Based on the findings, the study recommends that parents control family size, prioritize education, and pursue better job opportunities to improve their children's educational outcomes. Additionally, the government is advised to promote family planning and education sensitization programs.

Keywords: *Socio-Economic, Education, Parental, Outcomes, Children, Local Government*

Introduction

As a social creature, man has a variety of skills that allow him to investigate his surroundings and perhaps better the lot of all people. This explains why pupils' educational achievement varies. These differences, however, are not limited to the traits of students that are thought to be more closely associated with their accomplishment levels, such as sex, age, heredity, and IQ. A significant amount of student diversity may be explained in other ways, such as parental socioeconomic development, family and surroundings (including the size of the family), views, values, and status, the reward of a higher education, parental decision, etc. In the last ten years, the nation's educational system has been greatly influenced by the socioeconomic development of parents and the academic success of their children. However, Asikhra (2014) contended that due to their relationship, social and economic backgrounds had to be combined (socio-economic). It is often known that a student's academic success is influenced by the socioeconomic status or background of their parents (Adekeyi 2012). Ezewu, 2013; David, 2017). While kids from low-income families take part-time jobs to help support their families while attending school, wealthy parents can afford high school tuition, textbooks, extra classes, healthy food, and maintenance funds at school, as well as domestic helpers to help with household tasks.

The type of education a child is likely to receive is often determined by the parents' status. For instance, wealthy parents frequently permit their children to attend private schools, while less fortunate or opportunistic parents send their children to public schools where the tuition is within their means. Grade list results and reports of individual classroom conduct are not the sole indicators of a student's academic development; the traits also show this. The majority of kids' academic performance has been depressing. Their parents' backgrounds have a direct impact on their academic achievement since the majority of them are unable to provide their children with specialized, high-quality education. The majority of parents are viewed as belonging to a lower social class, which

makes them hesitant to send their kids to schools where children of high social status are enrolled. The majority of parents do this out of shame since most men of higher social status will make fun of them for not being in the same social group. This might impair the child's academic success because the child's desire has been taken away.

The majority of kids cannot afford to buy food during school breaks, which contributes significantly to their academic deterioration. In addition to purchasing school snacks, the majority of kids arrive at school hungry, eating little to nothing, which impairs their ability to learn and inevitably results in low academic performance. Children from high-status households typically eat a well-balanced diet, while children from low-status households typically eat little to nothing before school. A large family also contributes to subpar academic achievement because of inadequate supervision, inadequate mentoring, inadequate nutrition, etc. On the other hand, parental socioeconomic status is also a significant factor in school absences. Parents who're well placed in the society will speedily pay their wards fee in order not to see any of them not attending school but a poor parent may find it difficult to pay his ward fees on time this alone causes serious absenteeism in school since school fee is one of the major sources of generating income in school and this alone also leads to poor scores and poor academic performance.

Most children don't even have study time at home or time for leisure with their parents after school to build a positive parent-child relationship that could aid in better academic performance and grades. This is similar to the situation with parents from lower social classes, who often walk miles to get to school.

Statement of the problem

The purpose of the study is to look at how parents' socioeconomic development affects their kids' academic performance in a particular secondary school system in Obubra L.G.A. The socioeconomic situation of parents undoubtedly influences the academic achievement of their children. Due to their parents' socioeconomic background, children who are expected to achieve well in school typically fall short of academic standards, but children from higher social classes or those who are well-positioned in society typically perform better. Parents are also impacted by the issue as they will be unable to raise children who can make a difference in society. The size of the family may also have an impact on a child's academic achievement. A large family may perform poorly academically because there will be less attention paid to the child or children, whereas a small family would lay more emphasis on raising their child. Research of this kind must look at whether the factors mentioned above—parent socioeconomic position, broken households, and family size—have an impact on a child's academic performance.

Objectives of the study

Investigating the factors that affect parents' socioeconomic development and their children's academic success is the aim of this study. The study's main emphasis is, to:

- a) ascertain the degree to which children's socioeconomic situation affects their academic performance in the Obubra local government region.
- b) find out how much family size affects secondary school students' academic performance in the Obubra local government region.
- c) ascertain how much parental occupation affects kids' academic performance in secondary schools in the Obubra Local Government Area.

Research Questions

The following study questions were posed in order to assess parents' socioeconomic development and the impact it has on kids' academic performance in the secondary school system.

1. Is there a correlation between parents' socioeconomic development and their kids' academic success in a secondary school system?
2. Does the size of a family have a substantial impact on the academic performance of kids in the secondary school system?
3. Is there a noteworthy correlation between parents' employment and their children's academic success?

Research Hypotheses

The following theories were developed for the study and their clarity was examined.

1. There is no significant relationship between parent's socio-economic growth educational achievement of their children in secondary school system.
2. There is no significant relationship between family and educational achievement of their children in secondary system.
3. There is no significant relationship between parents' occupation and educational achievement of their children in secondary school system

Literature Review

A person's place in a certain group, community, or culture based on their money, occupation, and social class (also known as social stratification) is referred to as their socio-economic background or status. Amutabi (2017) talks about how socioeconomic position affects kids' school preparation. According to him, the segregating nature of social class and ethnicity may actually limit the range of enriching experiences that are considered necessary to develop children's readiness to learn. Social class, ethnicity, and housing dictate access to resources that affect enrichment or deprivation as well as the development of particular value systems. According to the American Psychological Association (APA) (2001), children's preparedness for school is correlated with the socioeconomic condition of their families across all socioeconomic classes. When it comes to giving their children the best care and education possible, parents confront several obstacles. For low-income households. Parents often prioritize home, food, clothes, and wealth care over these fundamental needs. Parents might not have the time, energy, or expertise to come up with creative and affordable ways to support young children's development, and educational toys, games, and books could seem like luxury items.

Even in families with above-average incomes, parents frequently lack the time and energy to devote entirely to their children's school preparation, and they occasionally have a limited selection of high-quality child care options during the early school years before their children start school, according to Sheldon (2020). Children are increasingly showing up to school unprepared, according to kindergarten teachers nationwide. Low socioeconomic status families frequently lack the financial, social, and educational resources that define families. They may also have limited or no access to community skills for activities like reading, as well as information about childhood nutrition and vaccinations. According to Lareau (2014), pre-scholars who have a minority language status and little material schooling are more likely to struggle academically and show less evidence of nascent literacy. Families' decisions about the growth and education of their young children may suffer from a lack of resources and restricted access to those that are available. Consequently, children from middle-class homes.

In his research, Mc Neal (2019) also noted that other educational factors, like family size, parental participation, and parental educational attainment, have been superseded by social-economic position. Jeynes (2020) demonstrates that a student's academic success is positively correlated with their family's socioeconomic level. Low socioeconomic class pupils score worse on tests and are more likely to drop out of school, according to Hochschild (2013). Because poor socioeconomic level restricts access to essential resources and increases stress at home, Emmon (2015) thought that

low socioeconomic status has a detrimental impact on academic attainment. Since there hasn't been much focus on it, this study examined the impact of parents' socioeconomic position on students' academic achievement in public secondary schools. Scholars have given the idea of socioeconomic status a lot of thought. Amutabi (2017) talks about how socioeconomic position affects how prepared kids are for school.

It is well known that learners will require the complete support of their family in order to achieve their maximum educational potential. Around the world, governments, administrations, educators, and family groups are working to increase family engagement in education (Scott, 2016). Families are expected to be involved in school governance more generally as well as in promoting the academic success of their own children. For instance, according to the European Commission, the level of family involvement is a key predictor of educational quality (Scott 2016). Education is important in the Federal Democratic Republic of Ethiopia because it helps the country grow by producing the right kind of human capital that boosts production and helps eradicate poverty, illness, and ignorance (FDRE, 2001). According to Psacharopoulos & Patrinos (2012), education for women in particular improves a number of elements of their life, including longevity, family wealth and nutrition, lower family rates, and lower rates of linked child mortality.

The academic success of both male and female education students is significantly impacted by family influence. Therefore, there is a substantial correlation between improving student accomplishment for both sexes and encouraging family education. At every educational level, family relationships and socioeconomic position affect kids' academic performance. Students who have two college-educated parents typically perform at the highest levels. According to statistics, children from households with higher educational attainment have a much higher possibility of pursuing postsecondary education (Oloo 2017). Ahawo (2019) supports this by pointing out that family influence is crucial in today's culture when it comes to a student's academic life. According to Ota (2017), successful learning necessitates collaboration between parents, instructors, and students. Additionally, he notes that family participation influences the academic and emotional input that further impacts pupils' desire for learning. Every kid has specific physical and social requirements that, when satisfied, have a favorable impact on their academic performance, regardless of the socioeconomic condition of their families. These requirements might include a comfortable reading environment, a nice playground, books and other resources, and admission to the top schools in the area. All of these assist kids in fostering successful learning and academic success. The key to supplying the appropriate human resources for the social and economic production sectors, enabling wealth development and raising living conditions, is high-quality education (Abdullah, 2021).

Parent's occupational status on the educational achievement of children

According to Akujicze (2013), occupational status describes employment features, decision-making skill and control, and psychological demands on the job in order to assess social standing. The kind of education a kid receives from their parents is determined by their work. According to Fajiyton (2020), a parent's occupational type typically has a significant impact on their children's education or academic achievement in school. According to Ononuga (2015), a parent's income and social standing are determined by the type of work they do. Ogunshola & Adewale (2012) assert that parents from various occupational groups frequently have distinct parenting philosophies, methods of child discipline, and responses to their kids. Since a high occupational class or prestigious occupations tend to promote economic reserves or assets, these differences do not always manifest themselves as expected in every family's case; instead, they influence the average tendencies of families for various occupational classes (Rothstein, 2014). gives a sense of security by gauging a household's capacity to handle crises, withstand financial shocks, or supply the resources for a comfortable lifestyle. Therefore, Saila and Chamundeswari (2014) stated that family financial

resources, which are primarily linked to parents' occupation and educational attainment, frequently impact learning opportunities at home and in school. They also came to the conclusion that there is a positive correlation between a student's socioeconomic background and the parental level of occupation.

Since parents have always been the main caregivers for children in every civilization, the family is seen as a crucial unit that cannot be overstated. According to Adeekay, (2012), youngsters socialize to become effective citizens mostly via their own efforts and capacities. When parents have the means and abilities to use them effectively and joyously for their children's upbringing, society will gain, creating jobs and benefits for the country while promoting growth and harmonious coexistence. According to Vellymalay (2012), a child's capacity to thrive in school is based on how well their parents manage them in their surroundings. It is a setting where kids may acquire behaviors, attitudes, and skills that will help them succeed as students and as products. It is crucial to remember that not every child comes from a household that can offer them the educational resources they need to succeed in school. Accordingly, a child's perceived socioeconomic level seems to have a bigger influence on their educational performance and plays a big part in providing educational resources.

A collection of individuals with comparable economic, educational, and vocational traits is known as socio-economic status (SES). Certain inequities are implied by socioeconomic position. Members of a society work in a variety of prestigious occupations. Additionally, certain people are more able to access higher-status occupations, varied educational attainment levels, better schooling, nascent economies, and varying degrees of influence over institutions and communities than others. The children of bankers, physicians, and teachers likely have a different upbringing than the children of most farms or domestic workers, which is one notable social class gap, even in tiny rural villages where nearly everyone is the same race and religion. Social class, however, reflects more than just educational and economic attainment. A ubiquitous collection of behaviors, expectations, and attitudes that are influenced by and intersect with other cultural elements are associated with social class. Students' attitudes and conduct at school are likely to be significantly impacted by their socioeconomic class. Middle-class pupils who come to school knowing how to count, name letters to cut with scissors, or recognize colors have a greater advantage than students from working-class or lower-class backgrounds. Compared to other kids from middle-class homes, they do worse in school (Oyrnes & Miller, 2017).

However, Ajila (2020) noted that pupils' psychological, emotional, social, and economic states are significantly impacted by their homes. because a person's parents are the first people they are socialized by. Marnot (2014) states that occupations are sorted from most prestigious to least prestigious. Physicians, surgeons, and attorneys are the most esteemed professions. engineers in the fields of chemistry, biomedicine, and communication. Food sellers, counter attendants, bartenders and assistants, dishwashers, janitors, housekeepers and maids, car washes, and rating lot attendants are lower ranked occupations. According to Saifullahi (2011), pupil success is greatly impacted by the employment of the parent. In Gujarat district, he employed three distinct collages. Because government occupations are guaranteed and dependable, the results show that children of government employees earned more money (60.02%) than those with private jobs. Comparatively speaking, parents who work for the government are more secure and their family is more peaceful than those who work for private companies. Memo et al. (2014) investigated how socioeconomic class affected the academic performance of students in the Malir district of Karachi, India's secondary school. They found a strong correlation between children' academic achievement on the matriculation exam and the employment of their parents. On the matriculation test, pupils whose fathers work in more prestigious jobs do better than those whose fathers work in less prestigious

occupations. Better-off fathers are better equipped to support and motivate their kids to pursue higher education.

They provide their children the support and encouragement they require on a moral, intellectual, spiritual, and psychological level. However, because of their instability and financial difficulties, parents in less prestigious occupations are unable to offer their children with the modern amenities they need to improve their education. Students' academic achievement is also influenced by the employment of their mothers. It was shown that children whose mothers work in more prominent occupations do better on matriculation exams than their peers whose mothers work in less prestigious occupations. Charles (2013) claims that employment status describes qualities, decision-making, capacity and control, and psychological demands on the job in order to gauge social standing. Wang (2010) noted that one of the reasons why children in rural regions drop out of school is poverty. He asserts that extremely impoverished children are the result of parents in less prestigious occupations failing to provide sufficient resources to support their children's scholastic progress. Additionally, he claimed that because of their degree of financial security, parents in renowned professions assist their kids with their schoolwork by giving the resources they need for learning and growth.

The effect of family size on the educational achievement of children

Academic achievement is a crucial metric for assessing pupils' progress. According to reports and observations, pupils now face an extremely difficult time achieving success or high academic accomplishment. Family size is a contributing factor to poor academic achievement. Education professionals, especially guidance and counseling counselors, have been quite concerned about students' poor academic performance. Every year, the academic achievements of the kids were documented, even with all the counseling and guidance initiatives implemented by the school. In this sense, "family size" refers to the total number of children in the kid's family, including the child. A child's academic achievement is typically impacted by the sort of household they come from, whether they are monogamous or polygamous. It is crucial to remember that the size of the family is determined by the kind of family—monogamous or polygamous.

Even though it is often known that having more siblings has a negative impact on a child's academic achievement, there are several complex reasons for this link. Siblings from bigger households are said to do worse academically than children from smaller families, according to several reasons. The reason is that many parents are unable to split up their children's quality time. Setting aside valuable time to supervise the children's academic progress is challenging. However, because they spend less time with more children, parents with two or three children can afford to give their children the time they need to develop their academic skills (Goux, 2014). According to Bedcer and Lewis (2020), the economics of the family indicates that there is a trade-off between the quantity and quality of children and that family size can have a significant impact on children's educational achievement. where the quality of the kid is determined by the educational result. Because they spend more time with their parents, kids in small households do better academically elsewhere in the US. According to this viewpoint, a child's increased accomplishment is closely correlated with the level of interaction shown by parents' engagement in their education. Children from bigger families tend to succeed at a lesser level because of the decrease in adult-child interaction that occurs with an increase in the number of children. Conley and associates, 2005.

Research from Africa indicates that adolescents who perform poorly are more likely to drop out than those who perform well (Hunter and May, 2003). Low academic performance in Tanzania is linked to a number of issues, including absenteeism, demands on children's time, and the makeup of the family, according to Al Samarrai et al. (2016). Numerous studies conducted in both

industrialized and developing countries have shown that academic performance is unaffected by family size.

According to the economics of the family, Gous and Maurin (2015) discovered that family size has a detrimental impact on children's educational achievement in France. Compared to children from smaller households, it is said that children from larger families do poorly academically and are unable to attain Tar. The fact that the mechanism is owing to overcrowding dwellings further satisfied them. The overall cost of investing a particular amount in pre-child quality increases with the number of children, and parents will reduce their investment in pre-child quality if they are on a tight budget. This suggests that the number of children and their quality are negatively correlated. Numerous research on educational achievement in the US have revealed a negative correlation between sibling size and schooling. In other words, kids who have fewer siblings attend school more than kids who have more siblings. Furthermore, even after controlling for socioeconomic factors, the unfavorable association persists (Salvanes 2015). The argument of limiting resources is frequently used to explain this conclusion. While parents with fewer children can invest more per kid, parents with more children have less time, money, and patience to devote to their education. Children born later must spend a greater portion of their youth sharing time and resources with their siblings.

Hanushek (2016) calculated how the number of children affected academic performance, which is measured by test results from vocabulary and reading comprehension assessments. Parents who supervise and control their children's activities, offer emotional support, promote self-reliance in decision-making, and are generally more active in their education are more likely to see their children succeed academically (Ainsworth et al., 2023). A recent study on the characteristics of children aged 10 to 19 who had previously left elementary school without finishing it was conducted in Burkina Faso, Ethiopia, and Nigeria (Bruneforth, 2016). In many situations, the number of children living in the home matters and can have a big impact on their access to education. According to the study, the financial strain and thus the potential workload increase with the size of the family. Children are less likely to drop out of school.

Large families have been found to have a detrimental impact on children's educational success in Ghana as well. According to Arthur (2005), families with fewer members may have greater access to economic support, health care, education, and earnings. Conversely, a larger family will eventually result in worse economic position, welfare, health, and educational attainment. Therefore, one must pick a family size that would decrease the burden and effect of family size on both the family and its individual members in order to secure a better social and economic position. Gomes (2012) discovered a favorable correlation between first-born children's educational results and family size. Recently, an instrumental variable method was used to examine the impact of family size on academic attainment. Black, Devereux, and Salvanes (2015) examined the impact of sibling size on children's schooling in Norway using multiple as an instrument for the number of children. When they utilized twin birth as an instrument, they discovered no negative influence of the number of children's educational achievement, but they did find a negative association between family size and educational attainment when they incorporated control factors such birth order dummies.

Theoretical framework

Karl Marx's social class theory is the one that fits this study the best. According to Karl Marx, a society's mode of production—that is, its technology and division of labor—is what sets it apart from others. Each mode of production creates a unique class system, where one class directs and controls the production process while another class or classes are the direct producers, as well as service providers for the ruling elite. Because of their disagreements over what should be produced during times when the mode of production itself is evolving due to advancements in technology and societal consumption, the classes' relationships are adversarial. According to Karl Marx, the ruling

class controls both the production of ideas and tangible goods. As a result, it creates a certain political ideology and cultural style, and its hold on society is solidified in a particular kind of political structure. Political theories that oppose the ruling class are produced by rising classes that become more powerful and influential as a result of changes in the mode of production. The core of Karl Marx's social theory is the idea of class since it is the social classes created within a certain mode of production that have the power to create a specific type of state, spark political disputes, and fundamentally alter the way society is organized. Three classes are typically proposed by sociologists: middle class, lower class, and higher worker.

In contemporary capitalist nations, having substantial inherited money is frequently used to identify the upper class. Members of the upper class enjoy several benefits from their substantial property holdings and the money they earn from them. Their ability to lead a unique lifestyle centered on a wide range of cultural activities and leisure pursuits allows them to have a significant influence on political and economic decisions, as well as to provide their children with a top-notch education and economic opportunities that contribute to the continuation of family wealth. The middle and higher classes of secretaries, those working in technical and professional fields, managers and supervisors, and independent contractors like small-scale store owners and farmers can all be considered members of the middle class. While the lower class works in repetitive, low-paying jobs in distribution, transportation, and sales, the middle class blends in with the upper class. Karl Marx's thesis is crucial to this book and other modern works since it clarifies how parents' socioeconomic status in society influences their children's academic performance in the secondary school system.

Socio-economic status on the educational achievement of children.

The study's results corroborate those of Sheldon (2013), who noted that even families with parents who earn more than the average amount of money frequently lack the time and energy to devote entirely to their children's school preparation and occasionally have few options for high-quality child care before and during the early school year. However, according to Larcau (2004), minority language status and low material education are most consistently linked to fewer emerging literacy indicators and more pre-scholar difficulties. Inadequate resources and restricted access to existing resources can have a negative impact on family decisions regarding the learning and development of young children. In his research, Me Neal (2011) also noted that socioeconomic status has surpassed other educational factors including family size, parental participation, and parental educational attainment.

Parent's occupational status on the educational achievement of children

This study's findings are consistent with those of Ogun and Adewale (2012). According to them, parents from various occupational classes frequently raise their children in different ways, punishing them in different ways, and responding to them in different ways. Additionally, Chamundeswari (2014) explains that family financial resources, which are primarily linked to parents' occupation and educational attainment, frequently impact learning opportunities at home and in school. The study also found a positive correlation between students' socioeconomic background and the occupation level of their parents. According to Saifullahi (2011), pupil success is greatly impacted by the employment of the parent. Wang (2015) noted that one of the reasons why children in rural regions drop out of school is poverty. He claims that parents in less prestigious occupations do not provide enough resources to help their children pursue further education, and as a result, the children's performance is appalling.

The effect of family size on the educational achievement of children.

Numerous academics have discussed size, and their findings demonstrate that children's academic performance is negatively impacted by family size. Hanushck (2016) calculated how the number of students affected academic performance, which is measured by test results from vocabulary and reading comprehension assessments. A lower family size may be associated with higher levels of education, income, health, welfare, and economic standing, according to Arthur (2015). In his research, Gomes (2002) also discovered a relationship between firstborn children's educational outcomes and family size. According to Goux and Maurin (2015), children's educational performance can be significantly impacted by the economics of family size.

Research Methodology

The exposure factors are the research data used in the study. Because the study explains a phenomenon that has already occurred and the researcher is unaware of the extent to which the independent variable influences the outcome, it is exposed. The study is being conducted at a few chosen secondary schools in Cross River State's Obubra local government area. The local government of Obubra is geographically located on a flat plateau. The Ikomlocal Government Area borders her to the north. Ebonyi State lies to the east, while Akamkpa Local Government Area lies to the west. In terms of education, the Obubra local government area is home to a state-owned university called CRUTECH, a private health technology college called College of Health Technology and Dent. Therapy, a government technical college, twenty additional government-owned public secondary schools, two missionary schools, including Regina Pacis Secondary School and St. Brendan's Secondary School, and other private schools. Regarding agriculture, farming is the main employment of the Obubra local government, with a minor number of people working in education, secretarial work, and small-scale sales. Throughout the local government, the sand beach known as Okponcave is a popular tourist destination. Every secondary school in the local government area makes up the study's population. Obubra Local Government Education Authority (OBLGEA) total number of parents of secondary school students in the local government education authority (L.GEA).

The study employed the simple sampling methodology as its sample method. Thus, using the hat and draw technique, ten (10) schools were chosen at random among the twenty (20) public secondary schools located across the local government. Every school has a chance to be chosen for the research. From the specified schools, the study's participants were picked at random. The researchers dipped their hands into the container after writing the students' list on a piece of paper and folding it into a container. Any number that was selected was then included in the sample. This procedure was repeated until ten (10) schools were chosen at random from a total of twenty (20) schools, yielding a sample size of 500 kids.

The primary tool utilized in the study was the questionnaire. There are two sections to the questionnaire. Part 1: This portion included statements intended to gather biographical information deemed appropriate and beneficial for the research. Information like sex, age, class, and parent socioeconomic level are all included in the questionnaire. Sampled statements about parental socioeconomic development and educational attainment are included in Part 2. Because it was intended to gauge a degree of significance, this component of the instrument made up the most significant portion of the study. Using a 4-point Likert scale that goes from strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD), significant questions about the subject were posed in this section.

HYPOTHESIS ONE

According to the hypothesis, there is no meaningful correlation between the educational attainment of children at a particular secondary school and the employment of their parents. The occupation of the parents and the children's educational attainment are the independent variables in this hypothesis. The t variable was tested at the .05 levels of significance using the Pearson moment correlation coefficient. The outcome is shown below.

TABLE .1 Pearson product moment correlation of the relationship between parent socio economic growth and educational achievement.

Variables	EX	EX ²	E x Y	r
	EX	EY ²		
Single parent Socio-economic Growth (x)	12799	33818	186911	0.161
Educational achievement (Y)	0.161	7257		

Significant at .05 df=2, critical r=0.88

Result of the analysis in table 1 shows that the calculator value of 0.161 is greater than the critical r-value of 0.88 at 05 level of significance with a degree of freedom of 2. This result implies that there is a significant relationship between parent socio-economic growth and education achievement of children. The null hypothesis is by this result rejected.

HYPOTHESIS TWO

According to the second hypothesis, there is no discernible correlation between a child's family size and their academic success at a particular secondary school. The occupation of the parents and the children's educational attainment are the independent variables in this hypothesis. The t variable was tested at the .05 levels of significance using the Pearson moment correlation coefficient. The outcome is shown below.

TABLE 2: Pearson product moment correlation coefficient of the relationship between parent occupation and educational achievement....

Variables	EX	EX ²	E x Y	r
	EX	EY ²		
Parent occupation (x)	8055	134005	117423	0.339
Educational achievement (Y)	7257	116127		

Significant at .05 level, df=2, critical r=0.89

Hypothesis Three

According to the third hypothesis, there is no meaningful correlation between the educational attainment of children at a few chosen secondary schools in the Obubra Local Government Area and the employment of their parents. Children's educational attainment is the independent variable. The analysis's outcome was tested at the .05 level of significance using the Pearson moment correlation coefficient.

TABLE 3: Pearson product moment correlation of the relationship between family size and the educational achievement of children in selected secondary schools (N500).

Variables	EX	EX ²	E x Y	r
	EX	EY ²		
Family size (x)	8216	48006	120375	0.104
Educational achievement of children(Y)	7257	116127		

Significant at .05 level, df=2, critical r=0.89

The result of the analogs at 05 level the calculated r- value of 0.104 is greater than The critical value of 0.088 at 05 level of significant with a degree of freedom of 2 Therefore, the null Hypothesis stands rejected.

Conclusion and Recommendation

The study's findings indicate that socioeconomic growth factors, including parents' socioeconomic growth, employment, and family size, have a significant impact on children's educational attainment. There are also differences among the variables. The following suggestions were put out in light of the following findings:

- I. Parents should control the number of children they give birth to in order to carter for quality education that will help improve educational achievement.
- II. Parents should also improve on the education of their children in order to coop illiteracy thereby reducing the inability to read and write.
- III. The government on her own part should sensitize the public on the disadvantage of giving birth to many children and as such this will help to introduce family planning where it has not been introduced before.
- IV. Parents should as a fact of fact choose family size that will help lessen the burdens of a large family which income health, welfare, income etc.
- V. Soon to be parents should also be advised to build up a small and moderate family size in order to enable them invest fully in their children preparation for school and reduce the stress accompanied with financial, social and economic support.
- VI. Parents should also choose prestigious jobs in order not to allow their children drop-out of school.

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