

Towards Socio-Economic Status of parents and Access to Quality Education in Secondary Schools Education in Nigeria

Aliyu Malam Bala, Isah Yahaya & Jibril Aliyu
Shehu Shagari College of Education, Sokoto, Nigeria

Abstract :- The paper aims at examined the level socio-economic status of parents and quality education of children in secondary schools in Sokoto metropolis, the paper look at the conceptual clarification quality education, indicators of quality education and the term Secondary Schools education, the writers focused attention on how economic status of a family effect the level of education of a children, what strategy family with poor incomes would applied to overcome educational challenges of their children. The study shows that parents with high socio-economic status often have more success in preparing their young children for school because they typically have access to a wide range of resources to promote and support status often lack the financial, social and educational supports that characterize families with high socio economic status. Poor resources could not promote and support children development and school readiness. Parent may have in adequate skills for such activities as reading and writing likewise their children and may lack information about child hood, immunizations and nutrition. In adequate resources and limited access to available resources can negatively affect family decision regarding their children development and quality of learning

Keywords: Socio-economic status, Quality Education and Secondary School Education

I. INTRODUCTION

Education is considered as a crucial step for every human activity and it is considered as the lifeline for efficient and stable working of human society. Education helps to develop individual personality by making knowledgeable, competent, capable and skillful. It plays a vital role in the development of human capital and is linked with an individual's well-being and opportunities for better living (Memon, 2010)

Education is considered as a first step for every human activity and development of a nation at large. As a result, educators and researchers have long been interested in investigating variables contributing effectively for quality and performance of learners (Farooq, 2011) Hosts of inside and outside factors, like individual and household characteristics, socioeconomic situation, school related factors and government policies, would have impact on the academic performance of students.

In line with (Ahmad and Khan (2014) underscored that socio-economic status (SES) exercise a deeper impact

upon children's academic achievements. Most research outputs identified parents' educational level and occupational status as principal determinant factors in students' academic performance.

In line with the statement made by Singh (2014) stressed that, what parents do with their children at home through the age range, is much more significant than any other factor open to educational influence. Parents are one of the most important and influential elements on the lives of their children. Parental involvement takes many forms including good parenting in the home, the provision of a secure and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values and high aspirations relating to personal fulfillment and good citizenship (Al-Matalaka, 2014). A different finding on the impact of parents' occupation was disclosed by Farooq. (2011) in Pakistan where fathers' and mothers' education had a significant effect on students' overall academic achievement as well as on Mathematics and English scores in 9th grade but parental occupation had no significant effect on academic achievement.

Another study by Singh and Singh (2014) in Pakistan revealed that the SES of parents does not make significant effect on the educational achievement of students but the parental educational level and health status of children has a significant role in determining the educational achievement and social adjustment of the children. Students belonging from the families which differ in relation to the SES do not differ significantly at the end of the experiment. (Ahmad and Khan 2012) disclosed that higher grade achievers were not from the upper and lower classes rather students from middle class parents have scored better than others. A study by (Hijazi and Naqvi, 2006) found that family income had no significant impact in determining students' achievement. It means students belonging to more affluent family do not give proper weight to studies.

Ogunshola and Adewale (2012) on their part disclosed that parental SES did not have significance effect on the academic performance of the students rather health statuses of the students were identified to have statistical significant effect on the academic performance of the students. Besides other factors, SES is one of the most

researched but debated factor among educational professionals that contribute towards the academic performance of students.

II. CONCEPT OF SOCIO-ECONOMIC STATUS

The term Socio economic status, according to Saifi and Mehmood (2011) means combined measure of individuals or families economic and social position relative to others based on income, education and occupation these includes family incomes, parental educational level, parental occupation and social status in the community.

To them, Parental involvement takes many form includes good parental in the home, the provision of a secure and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values and aspirations relating to personnel fulfillment and good citizenship.

While in line with the (Olayiwola 2011) Identified good parental background, adequate hostel facilities and good attitude to studies, adequate educational resources and good teaching methods as principal factors contributing to poor quality education.

Therefore, the writers look at the above statements made by the scholars and conclude that, socio - economic status is a mechanism that determined the level of quality education parents can afford to their children.

III. QUALITY EDUCATION

The meaning of a Quality Education is one that is pedagogically and developmentally sound and educates the student in becoming an active and productive member of society. According to UNICEF (2017), quality education is defined by five elements: the learner's outside experiences, learning environment, content of education, learning processes, and education outcomes. Learners must be healthy, well-nourished and supported by their families and communities.

The learning environment should be safe, healthy and stimulating appropriate education content relevant to the learner and presented in a well-managed classroom while in line with the (UNESCO, 2006) stated that, quality education enables people to developed their attributes and skills to achieved their potential as human beings and members of society. A quality education provides the outcomes needed for individuals, communities, and societies to prosper Quality education enables people to develop all of their attributes and skills to achieve their potential as human beings and members of society.

Therefore, the writers expressed their view on Quality education as a means that remained in the heart of both personnel's and community development, through educating children with active, functional and reliable form of knowledge that will make our children responsible towards development of their community.

Indicators of quality education

In line with the (OECD, 2012) Indicators are established measures used to determined how well a result has been achieved in a particular area of interest, global indicators of quality education includes;

1 Basic learning competence

Here, a school going child of lower primary is required to have a basic numeracy and literacy skills. In many public schools in Nigeria this is not possible as such school building and supplies to a focus on the outcomes or learning level of our children.

2 Teachers Qualifications

National Statistic indicates that most of the teaching force, majority of the teachers are un-trained. Untrained teachers are mostly located in the rural areas.

3 Text Books pupil ratio

Nigerian Standard Delivery Indicators (SDI) that was released by World Bank last Year Shows that 90% of primary 4 classes observed in 400 schools across the country lacked a textbooks however Nationwide there are about 14.4 pupils per textbook a higher number by any standard.

4 Teacher pupil Ratios

In most Nigerian Schools especially in the cities the Teacher pupil ratios is about 1:200, due to frequent teacher transfer and over population of pupils Nationwide, the Majority of the rural Schools is 1:120 Compared to 1:50 or even 1:25 in Private Schools.

IV. THE CONCEPT OF SECONDARY EDUCATION

According to Achuonye (2007) is of the opinion that, secondary education, as the name implies, comes second; that is the second level of the three-tier system of education in Nigeria (federal republic Nigeria) defined secondary education as; the education children receive after primary Schools and before the tertiary stage. In fact, the missionaries introduced secondary education in Nigeria and it started in the late 1850s. The broad aims of secondary education are;

- i. preparation for useful living within the society
- ii. Preparation for higher education from the above definitions and objectives, secondary school is the bridge between the primary and tertiary levels. it is the spring board from where all the students of higher education take off and all primary school leavers must pass through it to become useful to themselves and society.

The importance of secondary education made the federal government to come up with the broad aims of secondary education as stated above. But the above aims are mere

mirage because the products of today's secondary school system can neither usefully lived in the society nor move into higher institution without their parents' aid or examination malpractices (Olayiwola, 2006).

Nigeria must not allow the secondary education to remain in this stage. That is why this paper is called on the community to participate in reforming secondary education so as to serve its useful purposes.

V. HOW ECONOMIC STATUS OF PARENTS EFFECT THE LEVEL OF CHILDREN EDUCATION

Many researches indicate that children from low-Socio Economic Status households and communities develop academic skills lower than children from higher Socio Economic Status groups (Hillemeier, & Maczuga, 2009). For instance, low Socio Economic Status in childhood is related to poor cognitive development, language, memory, socio emotional processing, and consequently poor income and health in adulthood. The school systems in low-Socio Economic Status communities are often under resourced, negatively affecting students' academic progress and outcomes (Aikens & Barbarin 2008).

Inadequate education and increased dropout rates affect children's academic achievement, perpetuating the low-Socio Economic status of the community. Improving school systems and early intervention programs may help to reduce some of these risk factors;

Therefore, increased research on the correlation between Socio Economic Status and education is essential.

VI. SOCIO ECONOMIC STATUS AND QUALITY EDUCATION

Research continues to link lower Socio Economic Status to lower academic achievement and slower rates of academic progress as compared with higher Socio Economic Status communities.

- a) Children from low-Socio Economic Status families enter high school with average literacy skills five years behind those of high-income students (Reardon, Valentino, Kalogrides, Shores, & Greenberg, 2013).
- b) In 2014, the high school dropout rate among persons 16–24 years old was highest in low-income families (11.6 percent) as compared to high-income families (2.8 percent; federal ministry of education 2014).
- c) The success rate of low-income students in science, technology, engineering, and mathematics disciplines is much lower than that of students who do not come from underrepresented backgrounds (Doerschuk, 2016).
- d) According to Federal Ministry of Education (2014), individuals within the top family income quartile are 8 times more likely to obtain a bachelor's degree by

age 24 as compared to individuals from the lowest family income quartile.

VII. STRATEGIES FOR LOWER INCOMES FAMILY TO OVERCOME EDUCATIONAL CHALLENGES OF THEIR CHILDREN

The below ideologies are importance to improved the low incomes earners to boost their level of incomes for better lively hood, particularly in the area of their children education, health care delivery, good nutrition and clothing.

Therefore, in line with the statement made by (Adams R.L, 2018) he outline the followings as strategies for poor family incomes to overcome educational challenges of their children these are as follows:-

a. *Work overtime*

If your job offers overtime takes it always because it's usually paid higher rate, so you earn more this would give you opportunities to assist your children for quality education.

b. *Find a second job*

You should be willing to trade your free time for money, starting a second jobs full or part time means a lot more responsibilities and work load with less time to relaxed, this would created more incomes.

c. *Rent out a room*

If you rent out one of the room in your house, you will give up some of your space and privacy but add a stable and secure income to your monthly budget the income can also be used in your child education.

d. *Rent out the entire House*

In some cases, it may be more profitable to move to a smaller Home or with relatives and rent out your own property. This is a temporary solution but might be exactly the right one for your current situation. This also gives an avenue to access large income which would also help in providing quality education to child.

VIII. CONCLUSION

The conclusion of this paper drawn in alignment with major issues relating to parental socio-economic status and access to quality education of their children, if parents used quite number of strategies identify from the paper effectively there will be better changes in the children access to quality education as the level of parental incomes has increase.

The paper advice parents to prepare their selves using rationale plan and increase their hard work plus willingness to educate their children at whatever level of economic status (rich or poor)

IX. SUGGESTIONS

- a. Parent should support their children in the passing of their education by making necessary provisions needed to enhance learning.
- b. Teachers should understand and appreciate the diverse domestic environment of their students.
- c. Government should intervene in equipping public schools with adequate manpower, material resources and teaching apparatus for quality education.
- d. Future researchers should try to conduct more research on the factors affecting academic performance at other levels of education such as primary schools and tertiary level.
- e. The School Management Committee should be constituted in accordance with the bye-laws provided by the government.
- f. The sincere and committed teachers should be its members and the head of the institution should take keen interest to make it functional.
- g. From the community side such parents should be selected who are learned, cooperative, have observation on educational problems and skills to suggest feasible and applicable solutions to overcome the problems of students and school as well.
- h. The School Management Committee should not only concentrate on student's problems, but on overall management of school.

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