

A Survey into the Relationship Between Socio-economic Background and Academic Achievement of Gifted Girls in Government Girls' Special School Kafin Madaki, Bauchi State

Azizatu Aliyu¹, Ijeoma Ezeodili², Mohammed Garba³

^{1,2}*School of Educational Services, Aminu Saleh College of Education, Azare, Bauchi State, Nigeria*

³*Department of Psychology, School of Education, Aminu Saleh College of Education, Azare, Bauchi State, Nigeria*

Abstract: This study investigated the relationship between socio-economic background and academic achievement of gifted girls in Government Girls' Special School, Kafin Madaki, Bauchi state. The objectives and research hypothesis were formulated to determine the significant difference between academic achievement of gifted girls from low and high socio-economic background. An Ex-Post facto research design was adopted in the study and the population was 850 students. Purpose sampling technique was used to select 36 students as the sample for the study. Data collected using data collection instrument of teacher nomination scale and students end of the year result. Frequency counts and percentage, mean score were used to analyzed the data collected. The score and means scores between students from high is significant, the difference was not much but yet the hypothesis was rejected. It was also concluded that gifted students from low SES when distracted by socio- economic needs and behaviour problems would affect their mean score though it will not change the grade. Thus, socio-economic background have a significant influence on academic achievement of gifted girls. It is recommended among others that, school authorities must pay attention to gifted students and should be aware of informal peer groups from high SES that has negative stands, bad opinion, bad ideology, negative attitudes and behaviours towards students from low SES and parents with high SES should assist schools in the areas of academic development by providing learning materials and other social needs to the less privilege children. This will save them from engaging into social vices to satisfy their educational and social needs.

Keywords: Socio-economic background, academic achievement, gifted girls.

I. INTRODUCTION

Socioeconomic status (SES) encompasses not just income but also educational attainment, financial security, and subjective perceptions of social status and social class. Socioeconomic status can encompass quality of life attributes as well as the opportunities and privileges afforded to people within society. Poverty, specifically, is not a single factor but rather is characterized by multiple physical and psychosocial stressors. SES is also a consistent and reliable predictor of a vast array of outcomes across the life span, including physical and psychological health. Thus, SES is relevant to all realms

of behavioral and social science, including research, practice, education and advocacy, American Psychological Association (APA, 2021).

Socio-economic status of parents means educational level of parents, the income of family, environment in the family and standard of living of the family, and socioeconomic status of parents plays an important role in the academic achievement and social behavior of their children (Amarveer, 2014). Factors which are present in the family contributed greatly to the performance of their children at school. Among these are parental educational backgrounds, income, exposure, parental relationship with each other, strength of the family/population, religion, occupation etc. These factors strongly influence on their children student performance, but these factors may also vary from person to person and country to country. In most African countries, western world and Nigeria in particular, socioeconomic status of family is usually linked with family's income, parental education level, parent's occupation and social status among their kindred and even at global level (Chidubem, 2018).

Research indicates that children from low-SES households and communities develop academic skills slower than children from higher SES backgrounds (Morgan, Farkas, Hillemeier, & Maczuga, 2009). For instance, low SES 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-SES communities are often underresourced, negatively affecting students' academic progress and outcomes (Aikens & Barbarin, 2008). Inadequate education and increased dropout rates affect children's academic achievement, perpetuating the low-SES 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 SES and education is essential.

According to Kola and Akanbi (2013), cultural heritage and values are transmitted from one generation to another through education. The responsibility of training a child always lies 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. It is then generally believed that socio-economic background of the parent has direct impact on the academic achievement of their children in school.

Academic Achievement is the excellence in all academic disciplines, in class as well as extra-curricular activities. Include excellence in sporting, behavior, confidence, communication, personality, personal health, skills, punctuality, assertiveness, Arts, Culture, and the like. The act of achieving or performing is something that has been done or achieved through effort: as result of hard work (Fan, 2011). The education of a child starts at very young stage in the family. The parents are the first teachers of a child. This education is called informal education. The education plays the role of an instrument of social change which is imparted to the children initially in the home environment (Machebe, 2014).

Children are gifted when their ability is significantly above the norm of their age mates. Talentedness may manifest in one or more domains such as; intellectual, creative, artistic, leadership, or in a specific academic field such as language arts, mathematics or science. It is difficult to estimate the absolute number of giftedness children in a given community, society or geographical area, because the calculation is dependent on the number of areas, or domains, being measured and the method used to identify gifted children. However, people assumed or many consider children who are in the top 10 percent of a population to be gifted, but experts in this, argued that 3 percent of a population in to a community, society or given geographical area can be assumed to be gifted. It is important to note that not all gifted children look or act alike. Talentedness exists in every demographic group of people and personality type. It is important that adults look hard to discover potential and support talented children as they reach for their personal best.

II. STATEMENT OF THE PROBLEM

Socioeconomic background affects overall functioning, including physical and mental health of girls' students. Low SES and its correlates, such as, poverty and poor health, ultimately affects academic achievement of girls' child. Gifted girls in secondary schools face overwhelming academic set back due to socio- economic challenges which affect their personality and social interaction. Despite education being recognized as a basic human right, there is an increase of underachievement among gifted girls in secondary schools in Bauchi state. Precisely as the area of this study, SES is one of the numerous challenges in accessing quality and relevant education.

However in the area of study, it was observed that the gifted girls in secondary schools are most vulnerable to underachievement due to low parental socio-economic status and those disproportionately suffer from poverty and inequality. Gifted girls have to pay a high price for their talent

because they are treated differently by their peers because they always score very high marks than the average girls in the school, despite the fact that they came from low socio-economic status parents. The negative attitudes of their peers who come from high socio economic status towards them affect their social interaction because they were subjected to work for them. All the time, these girls do not even realize they are high achievers due to the negative attitude of their peers, they just know that they are different whether they study their lesson or not, it is just evidence that they will pass with credit. Sometimes they feel like they are strange compared with their peers especially when they concentrate on their academic activities.

In the light of these, this research is designed to ascertain the relationship between socioeconomic background and academic achievement of gifted students and whether or not gifted girls were facing these problems, that is, is it due to their parental status or it is due to peers from high socioeconomic status, which is accounted as a factor for seducing them to fall under the students from high socio economic status for their daily needs which affect their personality and social interaction in their boarding schools in Kafin Madaki of Bauchi State.

Research Question

What is the significant difference between the academic achievement of gifted students from low and high socio economic background?

Study Hypothesis

H₀: There is no significant difference between the academic achievement of gifted students from low and high socio economic background.

III. METHODOLOGY

An Ex-Post facto research design of descriptive survey type was adopted in this study. The survey is found suitable for this study because it collect and organized data at a particular point and time with the intention of describing the nature of the existing condition.

The population of this study comprised of all senior classes in Government Girls' Special Schools Kafin Madaki Bauchi State with a population of 850.

Table 1: Study Population

S/N	Classes	Population
1.	S.S.S 1	286
2.	S.S.S 2	284
3.	S.S.S 3	280
Total		416

Source: GGSS Kafin Madaki, Admission and Record Office, (2019).

The sample for the study was students from S.S.S 1A, B and C to S.S.S 3A,B and C. The researcher used first (1st to

4th positions), that is four (4) students from each class across the S.S.S classes sampled is as indicated in the table below:

Table 2: Study Sample Size

S/N	Classes	Sample Size	Total
1.	SSS 1A to SSS 1C	4x3	12
2.	SSS 21A to SSS 2C	4x3	12
3.	SSS 31A to SSS 3C	4x3	12
Total			36

Source: GGSS, Kafin Madaki, Statistics Office (2019)

Purposive sampling procedure was used to select only students with the same characteristics (1st to 4th positions) that participated in the study, and that is due to their uniqueness.

This study employed two (2) instruments for identification, (1) teacher nomination scale adopted from Principal Scientific Advisor to the Government of India and (2) students end of year examination result from Examination Office, Government Girls' Special School, Kafin Madaki Bauchi State.

An introductory letter was issued to Principal of Government Special School Kafin Madaki seeking for permission to conduct a study. The researcher employed the services of one (1) trained research assistant, who will help in the administration and retrieval of the questionnaire within the period of three (3) weeks. Frequency, percentage, and mean score, were used to organize and described the findings of the study.

IV. RESULTS

Result of the study findings

Table 3: Distribution of gifted students in Government Girls' Special School Kafin Madaki, Bauchi State from high and low SES. (N35)

Student SES	Frequency	Percentage%
Student from high SES	26	74.29%
Student from low SES	09	25.71%

Table 3 above reveals that, students that come from parent with high SES are 74.29% while those students that were from low SES parent are 25.71% which indicate that, they were few compared with those from high SES, although this may be accounted due to the high population and excellent performance of the school in the state among other school, of Bauchi state.

Hypothesis: There is no significant difference between the academic achievement of gifted students from low and high socio economic background at Government Special School in Bauchi (N35)

Table 4: Difference between the Academic achievement of Gifted Students from Low and high Socioeconomic Background

Exam. Result	First term result	Mean	Third term result	Mean	mean difference
High S.E.S.	536	76.57	525	75.00	1.00
Low S.E.S.	604	86.29	522	74.57	11.72

Table 4 above explained that the first term academic achievement of those student from high socio-economic status is 536 with a mean score of 76.57 while those students from low SES scored 604 with a means score of 86.29 which is greater than that of the student from high SES. $76.57 > 86.29$. Nevertheless at the level of the third term the academic achievement of those students from high SES stands at 525 with a mean score of 75.00 as against those students from low SES which stands at 522 with a mean of 74.57 the scores and means scores between students from high and low is significant, the difference is not much but yet the null hypothesis is rejected.

V. DISCUSSION

This study ascertain the relationship between relationship between socio-economic background and academic achievement of Gifted Girls in government Girls' Special School, Kafin Madaki, Bauchi state. The finding of this study portrayed that out of 35 subjects numbered. 74.29% are from high SES parents while 9 students 25.71 are from low SES parent that is 25.71%. This deference could be due to the high reputation of the school as well as high cost, while parents from high SES prepared to send their children to the best school and mostly those best schools in every state are highly expensive compared to other schools that has less equipment, facilities, infrastructure etc while parent from low SES cannot afford the expenses of the school. But fortunately, enough for those students with high academic achievement who come from low SES, government usually give them admission into this type of school. It is then left to the parents to send their children to the school despite the expensiveness or to allow their children to go to those schools whose reputation is lower than those competitive school. Mostly if the parents chooses to send their children to these types of schools, of cause there may be no problem with their children academic achievement, but obviously their children were bound to be in need of many social amenities to keep up to stand in the school environment because their parents cannot afford the expensiveness. This study found that, student must get their social need in whatever means that is why some engage in social vices to satisfy their social needs.

The finding of the study hypothesis reveals that, this null hypothesis which is rejected because for the students who come from high SES their mean difference between the first and third term is insignificant or is fully stable as against those student from low SES whose means difference between first term and third term has a depreciation of 11.72 which indicate a clear significant difference in favour of their first term

result. This results reveal that the academic achievement of students from low SES is not stable because their academic achievement had been affected at the third term. This signify that they had given preference to other activities than their academic activities in the detriment of their academic achievement because their score at their third term which resulted in a low mean scores as against their first term result which is higher. Hence this finding hand established the view of Schunk and Zimmeran (1997) who argued as self-efficacy beliefs are influenced by peer model, because the subjects, of this study had submitted and follow the norms and values of their peers who introduced them to the negative or unwanted condition which adversely affected their academic achievement.

Also peer in relation theory play a significant role on gifted students, because the theory posited that individual must comply and conform to adapt and reproduce each other beliefs and actions (Brown, 1989), nevertheless, the child must identify their selves, and their actions portrays a specific negative characteristics, they beliefs in both internalize and externalize behaviour (Wentzel and Wigfield, 1998). The finding of this study is compatible with studies of Veland, Midthassel and Idsoe (2009) who documented that children from families with low SES usually experience more economic hardship, lack of various resources and higher threat to social identity such as negative stereotype regarding their intellectual ability and academic achievement.

This study also established the views that a low socioeconomic student has an adverse effect over the academic achievement of students (Jeynes, 2002). Though Jeynes (2002) has suggested coping strategies for students that come from low SES, but in the case of this study, coping strategy cannot solve the problem, because coping strategy manages stress, emotion problems etc, but issue of social needs such as cosmetics for young lady in the mist of her classmate where every girl appeared neatly with fine clothes, makeup etc this would evidently influence any lady to engage in any negative behaviour or activities in order to satisfy her social needs.

The finding of this study confirms the work of (Ryan, 2000) that peer groups were influential regarding changes in students' intrinsic value for school. It can be argued that students that affiliate themselves with a group that has it own norms and values that are negative to the school must have problem with their academic achievement, but student that affiliate themselves with a peer group that has a positive norms and values to the school definitely their performance would not be adversely affected. Because after engaging in any unwanted behavior they would also give special attention to their studies and any action or activities that might lead to their poor academic achievement would be instantly reject by them. Unlike in this study where the students from high SES has less positive attitude toward the school rules and regulation and their stable academic achievement can be attributed to their stability of their socio-economic stability,

and their condition can be ascribed to the satisfaction of their romantic relationship only. Unlike those students from low SES, whose condition is due to both socio-economic satisfaction that lead to the worst behavior of romantic relationship.

VI. CONCLUSION AND RECOMMENDATIONS

The findings of this study have clearly shows that parental socio-economic background have a significant influence on academic achievement of gifted girls. The importance of socio-economic background has been clearly accentuated as pivotal in student life as literacy gaps in children from different socioeconomic backgrounds exist before formal schooling begins. Children from low-SES families are less likely to have experiences that encourage the development of fundamental skills of retaining giftedness. A child that has access to good balance diet, health facilities, social amenities, needed school books, and other materials is prone to display giftedness, quick understanding and increase intelligence. Parents with low SES should try and re-examine the educational and social support to their children since such support is viewed as the main contributor towards their academic achievement. Thus, children from high socioeconomic background have educational facilities at home to manipulate during holidays while children from low socio-economic background are desist from such. It was also fund that gifted students from low SES when distracted by socio- economic needs and behaviour problems which affects their academic achievements.

In view of the above conclusion, the following recommendations were made:

1. School authorities must pay attention to gifted students and should be aware of informal peer groups from high SES that has negative stands, bad opinion, bad ideology, negative attitudes and behaviours towards students from low SES.
2. School authorities should always check the failure of gifted students from low SES, assess the cause and provide immediate intervention to tackle the failures.
3. Parents with high SES should assist schools in the areas of academic development by providing learning materials and other social needs to the less privilege children. This will save them from engaging into social vices to satisfy their educational and social needs.
4. Parents with low SES should try to provide learning materials available at home and stimulate their children to learn during holidays. The should also reduce their workload at home to enable them to read, which will help them bridge the gap between those from high SES in academic achievement.
5. Guidance and counseling services should be emphasized in schools to aid children with psychosocial and educational problems. This will emanate them from emotional distress.

6. Government should provide basic amenities to schools and to students in particular to ensure standard and equality maintained among students. This will enable children from low SES to look themselves equal to every students in the schools.

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