SOCIO-ECONOMIC STATUS OF PARENT AND THE ACADEMIC ACHIEVEMENT OF THEIR CHILDREN: A CASE STUDY OF JINGIN AND TAKUM LOCAL GOVERNMENT AREA OF TARABA STATE

SOCIO-ECONOMIC STATUS OF PARENT AND THE ACADEMIC ACHIEVEMENT OF THEIR CHILDREN (A CASE STUDY OF RIMGIM AND TAURA LOCAL GOVERNMENT AREA OF JIGAWA STATE).

BY

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BEING A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF PUBLIC ADMINISTRATION, COLLEGE OF BUSINESS AND MANAGEMENT STUDIES, JIGAWA STATE POLYTECHNIC, DUTSE IN PATIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF NATIONAL DIPLOMA/ADVANCED DIPLOMA IN PUBLIC ADMINISTRATION.

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APPROVAL PAGE

This research has read and approved as meeting the requirement for the award of Higher National Diploma/ Advanced Diploma in the department of public administration, college of Business and management Studies, Jigawa state polytechnic Dutse.

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DECLARATION

I hereby declare that besides the references made in this research work, the ideas contained are solely the project of my research offers undertaken under the supervision of MALAM SHAFIU WADARI and that the work is not copied, neither has it ever been presented here in Jigawa State polytechnic nor elsewhere for the award of a certificate. All source are dully acknowledged and to the best of my knowledge, all information herein is original.

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This is to certify that the research work for the project has been conducted and prepared by Jesse David Balami AD/PAD/18/0510 was carried out under my supervision.

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DEDICATION

This research project is first dedicated to Almighty God, to my Parent and also to my Honorable Supervisor.

ACKNOWLEDGEMENT

First and foremost, I give thanks to God Almighty for giving me the strength and courage through the completion of my study.

Secondly, to my parent Mr. David G Balami and to my Mother Mrs. Alheri David Balami, and also to my brothers and sisters for their support in terms of financial, morally and also encouragement throughout these years of study and my project work.

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ABSTRACT

The socio-economic status according to Gray and Moshinhy (1930) has never been the same globally. This is due to natural resources endowed to every nations, some nations may have rich natural endowment such as Diamond, Copper and Steel, gold and so on, which may actually serve as a source of revenue for the country.

However, the family is the focal points in every society. Murdock examined the family institution in a wide range of society. Murdock took a sample of 250 societies ranging from small hunting and Gretheriny band to large scale industry societies, he denied that some of the family existed in every society and concluded on the evidence of his group characterized by universal.

The objective of this study, is to find out whether parents socio-economic background has effect or impact to the children performance in school to determine whether parent educational background contributes to their children academic, to investigate into the effect of socio-economic status of parents on the educational performance of students and also to find solution to the problems.

The significant of this study, is to find out an important component in any school curriculum is that, as well as aspirants, parents standards of living stimulation from the environment and intellectual capacity are some of the few variables that are considered in the assessment most especially parents income.

The mythology used in this research is simple frequency and percentage taste. The responses of each of the statement are grouped according to the similarities and will be presented on frequency and percentage table for easier interpretations of the responses with the assistance of the supervisors.

Thirty (30), of the questionnaires shall be distributed in each of the two secondary's in SS1, SS2 and SS3 will be picked and the questionnaires administered on them, bringing a total of sixty (60) questionnaires.

Findings, the predictions of academic performance, New York Russels age foundation. (Alfred, E. (1978) Becholes, S. (1971)). Socio foundation of education. Joho Willey and Sons etc...

In recognition of the fact that socio-economic status of parents exert influence on the academic performance of their children, the following recommendation are advanced to parents, educational planners, teachers and government as well as those concerned in the society with a view to evaluate the academic status of the less privilege ones in the society.

CHAPTER ONE

1.0 BACKGROUD OF THE STUDY

1.1 INTRODUCTION

The Socio-economic status according to *Gray* and *Moshinky* (1930) has never been the same globally; this is due to natural resources endowed to every nation, some nations may have rich natural endowment such as *Diamond, Copper, Steel, Gold, Crude oil* or even *fertik* and for agriculture which may actually serve as a source of revenue for that country and in the same nation which is divided into state or regions may have more precious in a particular area than the other states or regions respectively.

However, the fact that a nation is endowed with natural resources does not mean that the entire citizenry of the nation will be equal in terms of the flow of income and opportunities, So the issue of resources is general not the same; this illustrate inequality of opportunity existing in the educational system by referring to the fact that highly placed parent with high Socio-economic advantage are likely to provide their children with all they required in school to succeed coupled with nutritious, healthy and nourishing food to keep their children healthy with sound mind for their children to exceed in school or rather within the academic arena as against children who actually came from poor family or the working class whose parents have meager resources at their disposal to provide to their children with all they require in school which is a pre-requisite for achieving excellent performance in school. In most cases highly intelligent children of working class parents were severely underrepresented in secondary schools and high education, a problem seen by Gray and Moshinky as simply a question of access to a particular kind of educational institution.

In *Europe, Halsey and Gardeners* (1953), undertake an experiment of equality of socio-status. In London they have a social hierarchy which is divided into three (3) groups; *(I) upper class (ii) middle class (iii) lower class*. They work in four (4) *London Grammar schools* and the result shows that working class pupils not only had an average less favorable academic records than middle class boys but also received lower teacher rating of personality characteristics associated with school success.

In *African countries* where there is high rate of poverty among its population where higher percentage of Africans live below one dollar per-day or below the poverty line. For this reason African families cannot effectively sponsor their children to attend private schools where the educational standard is a bit higher than in public schools, Most Africans are *peasants, non-literate, farmers, petty trades,* very few percentage of Africans are capable of providing sound and qualitative education to their children providing them with all required in school to excel in terms of paying their school fees, buying books for their children which will enable them to excel and perform excellently in schools.

However, the family is the focal point in every society *Murdock* examined the family institution in a wide range of society *Murdock* took a sample of **250 societies** ranging from small Huntiny and Gretheriny band to large scale industry societies, He denied that some form of family existed in every society and concluded on the evidence of his sample that the family is universal. *Murdock* defines the family as a social group characterized by common residence, economic cooperation and reproduction. It include adult of both sexes at least two of whom maintain a socially approved sexual relationship and one or more children, owned by the sexually cohabiting adults. The family pool its resources and work together to produce offerings.

The family produces shelter and sustenance to its members. In Nigeria, the head of the family is usually the father who provide for the need of the family from *food, shelter, education, health etc...*

Moreover, if an individual is born into a society he is *"Table Rasa"* and depend on other old members of the family for emotional support, the child needs to learn a lot about his society *i.e.* the norms of his society (*do's and don'ts*) and the educational institution is the focal points for providing the child with the necessary knowledge to live in the society as well as providing him with the necessary skill. Which is a pre-requisite for membership in other institution within the social system which maintains stability and harmony within the social structures. As earlier pointed out it's the family that provide their children with financial support; in *Africa and Nigeria*. Inclusive where a lot of families are living below the poverty line, it becomes difficult for parent to sponsor the educational of their children, to provide them with necessary materials needed to achieve an excellence performance in school. Thus, defining educational standard may also be traced social-economic background of parent due to no education, very low income, under employment and unemployment of parent, poverty, attitude of parents towards formal education and so on.

Moreover, parent socio-economic characteristics in Ringim and Taura local government are taken into cognizance to link it with the child performance in school having realized that school pupils rating in school is relatively poor and at average level such as ownership of certain necessities and luxuries by parents and relate it to performance of the child in school.

Beinsten (1975), opines that student who comes high socio-economic background perform better in school than those student from relatively poor socio-economic background. It has actually been observe that some students

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are intelligent and articulate while others are dull. Most educationist and individual are of the opinions that children from high socio-economic background perform for better in schools than children from poor socio-economic background.

Moreover, students from high socio-economic background are exposed to social and library facilities which helps them in concept formations, excellent communications skills etc. as opposed to those children from poor or low socio-economic background.

Furthermore, another factor associate with performance of children in secondary school from high socio-economic background is the high level aspiration of their parent who consistently motivate their children to work hard in school for future personal development and future prosperity. Unlike children from low socio-economic background who are only concern with the presents and immediate results. However, some children who come from low socio-economic background perform pretty well in school, whereas some children who comes from high socio-economic background perform poor in school, this is obviously due to the fact that certain contention do exist in the understanding that high socio-economic background. Children are highly privilege as such they take situation from great and believe with or without formal education on their feet and thrives or succeed, ignoring the fact that the necessity for one to succeed or achieved in life, is quite remarkable and obtainable under school setting.

1.1 STATEMENT OF THE PROBLEM

The problem with the study is that in area which the researcher retain to carry out this practical researcher which is Rimgim and Taura local

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government area of Jigawa state respectively. In the interview I conducted with some of the people in the two local government, must of the population are peasant farmers, local government workers, batchers, traders, divers, animal raring, fishermen etc… These peasants mostly cultivate land for their own form subsistence and survived other traders income is relatively low and for this reason the upbringing of their children with qualitative education is increasingly a problem they cannot afford to send their children to private schools and even their government school that charge relatively low fees, there is a low of families they cannot afford government school for their children whose educational quality and standard is very low.

The problem with the study is to find out the effect of socio-economic status of parents on the academic performance of their children in secondary school in Jigawa state, to find out it parents status, affect the performance of their children.

1.3 OBJECTIVE OF THE STUDY

1. To find out whether the parents socio-economic Background has effect or impact the children performance in school.

2. To determine whether parent educational background contributes to their children academic.

3. To investigate into the effect of socio-economic status of parent on the educational performance of student.

4. Pursuit whether parent occupational background is related to children performance.

5. To after solution to the problems.

1.4 RESEARCH QUESTIONS

1. Do parent's socio-economic statuses influence the academic performance of their children in secondary school?
2. Is there any effect of family size on the academic performance of students?
3. Does parents income determined the performance of their children in secondary school.

1.5 SIGNIFICANCE OF THE STUDY

An important component in any school curriculum is that of assessing children's needs attitude and perception as well aspirations, Parent standard of living stimulation from the environment and intellectual capacity are some of the few variables that are considered in this assessment most especially parent income.

This study is aimed at identifying various families and standard of achievement of living of parents that influence that influence the academic achievement of school pupils, the result of this study will be of great importance to the intellectual development of the children which is expected to reflect on their educational performance in schools.

This research thesis will also serve as a stepping stone for conducting further studies on the impact of social-economic status of parent on their children academics in government unity school Taura of Ringim and government area of Jigawa state and even beyond the shores of the local government under study to other local government within the state.

This research study is aimed at identifying those Parent characteristics as well as socio-economic status of parent as variable which affect the performance of school pupils and recommend ways and measures of maximizing those variables that appear to have positive impact on the child's performance as well as

minimizing those variables that have adverse effect on the child academics performance in schools.

In contemporary times where technology is fast driven, nation should ensure they utilize the resources at their disposal to elevate the living condition of their citizen and focus on the education of the upcoming generation who are the leaders of tomorrow by providing qualitative education at secondary school level that will fast track development.

1.6 SCOPE OF THE STUDY

The study is limited to two (2) secondary school in Ringim and Taura local government respectively.

The school include:

1. Government unity school Ringim

2. Girl science secondary school Taura

The school were selected based on their large population size and are within the local government where children from both low, middle class even beyond Ringim and Taura local government

1.7 HISTORICAL BACKGROUND OF THE STUDY AREA

Rimgim is a local government area in Jigawa state Dutse, Nigeria. It headquarters are in the town of Rimgim, the local government area has an area of 1,057 km² and a population of 192,024 at the 2006 census. History of Rimgim

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Emirate came into being in November, 1991 as a result of the creation of Jigawa state.

Taura is a local Government area in Jigawa state, Nigeria it headquarter are in town of Taura. It has an area of 653km² (252 sq. mi) and a population of 131, 757 at the 2006 census. The postal code of the area is 733.

1.8 DEFINITION OF TERM/ CONCEPTS

The following concept are operationalized by the researcher in order to have insight as regard the topic under research.

1. *SOCIO-ECONOMIC STATUS*: This refers to the income of parent, occupation educational background influence and social position of parents.
2. *PERFORMANCE*: This refers to what student were able to accomplish in class i.e. a student's overall performance in school subject offered in the school as revealed by his scores in continues assessment and examination which the teacher carryout to grade each student base on his/her work and performance in the class.
3. *ACHIEVEMENT:* This refers to what the student was able to achieve in terms of high grade promotion to the next class, high performances in Neco and Waec and ability to secure admission into higher institution of learning.
4. *FAMILY:* This refers to a social group, adult of both sexes and one or more children owned by the cohabiting adult characterized by common residence, economic co-operation and reproduction.
5. *INCOME:* This refers to the money accruing to the family which is spent on consumption as well as needs of the family.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.0 INTRODUCTION

This chapter focuses on reviewing and examine some of the related work done on sock-economic status of parent and academic achievement of their children as well as theoretical framework which examine certain theories related to the issues of educational performance as well as educational attainment. It is critical to points out that there are relevant literature which exist as well as theoretical framework in sociology of educations as well as similar studies carried out in other discipline concerning the issues of performance of children in school and of parent socio-economic background of weather any link exist among these two terms.

Moreover, as pointed out earlier in this opening. This chapter shall rely on reviewing some of the similar studies carried out at various level of disciplines of learning, it takes inter-disciplinary approach to measure performance of pupils in school and socio-economic background of their parent as well as educational achievement of their children which is at micro level.

2.1 FACTORS THAT INFLUENCE STUDENT ACADEMIC PERFORMANCE

So many factors have been identified to have influence on students' performance in schools and college such as environmental factors, economic

factor, social condition, availability of teaching and learning material as well as parent class or status within the social strata.

Education is provided by the state as a matter of rights to all its citizens formal institutions such as schools, college and universities are organized for the purpose of transmitting knowledge in small-scale, on literate societies such as the hunting and gathering band society formal education is unknown, young people learn their lessons about life largely by joining in daily round of the social group. Knowledge and skills were usually learned informally by imitating examples produced by adults. The adult instruct the young ones as part of their daily routine.

According to Emile Durkheim a French sociologist saw the major function of education as the transmission of societal norms a values. He maintained that "society can survive only if their exist among its members a sufficient degree of homogeneity education perpetuates and reinforces this homogeneity by instilling in the child, the essential similarities ,co-operation, social solidarity and social life itself will be impossible.

Durkheim views can be illustrated by educational practice in the U.S.A there a common educational curriculum has helped to instill shared norms and values into a population with diverse background. It has provided a shared language and a common history for immigrants from every country in Europe and Africa. Education teaches the individual specific skill necessary for his future occupation.

According to Driojanye (1981), a chilled is not born a genius but only with the potential of becoming one. The degree to which this can be achieved is dependent of how stimulating the environment is virtually all children requires stimulation from the environment to reach his or her potentials.

Moreover, what can be detected from Driojanye views is that a child from a poor home may be made to perform or achieve better in school if his environment is stimulating, so also the reverse could be the case for those from rich homes. If the environment is not stimulating they could perform poorly in school through they are instances of individual differences, some children may be minimally stimulated and yet perform better than children from an over-stimulated homes or environment.

Ugoh (1982), asserted that children exposed early to the effective use of books and library collections will grow up to be effective users of knowledge. This simply points to the relevance of the library to the academic performance of children of the and also how best they can achieve once the desired potentials has been displayed by the children.

William (1979), noted that socio-economic background has a great influence on students' performance in school. He observed that students from higher socio-economic status have greater access to education and also promotion within the system. Here one simply note that the impact of family background to education of students usually relate to the type of environment from which the teamer comes from. Therefore environment is in fact one of the most importance factors that determined students' academic achievements. This is because the learning materials needed in schools are available to the family from high socio-economic background and this tend to give student s from such environment a kind of opportunity in learning process than does children in low socio-economic background.

Cole (1971), asserted that the income from which the learner comes from determine his ability to be good academically from the above asserted we now

understand that children from high socio-economic background seems to perform better in school than those in middle and low economic background.

Douglas, (1964), argued that children whose parent are interested in the education of their children pull ahead of other children no matter their starting ability. Parent who involve themselves in the work of their children earn relatively high scores. Therefore, the socio-economic status of parents plays in significant role in educational performance as well as achievement of their children. This is because they have been stimulated by their parents and the interested parent will provide a more conductive learning atmosphere for their children at home. He further asserted that much can be done to promote the large potentials of a child. In recent time, there has been some considerable discussion as to whether intelligent is something that is fixed or whether it can be acquired. The especial point is that all children should have an equal opportunity of acquiring intelligence and of developing their talent and ability fully.

The assumption here is that intelligence is not entirely fixed at birth but it appeals there is limits to the possibilities of acquisition.

A psychologies who adhere to hereditary contribution sharp silver (1975), asserted that differences in genotype influential role in explaining level of intelligence, the genes transmitted by parent to their child determine the genetic potential for intellectual functioning. The real functions of the potentials is dependents on environmental experience, the higher or better the environmental conditions, the higher will be the individuals intelligence. Bright parent with higher IQ will transmit this to their children while parents with low IQ tends to also transmit low IQ to their children. In a nut shell intelligence is due to both genes and individual inherit from his parent and partly from the environment in which he

grow up, environment influences include everything from diet to social class, quality of housing, family size etc...

Arthur Densen in America and Hans Eysenk in Britain's argues that IQ is largely inherited, they maintains that 80% of intelligence is genetically based. The best atmosphere for mental growth is one in which the child is encourage that home and the school atmosphere should provide the child with variety of experience and opportunities for harnessing the child ability, this can in the form of educative toys at home and teaching aids in schools force and pressure should not be applied in learning process in schools and at home as well, this is because the child potential can only be harnessed in an atmosphere the child accept as friendly and less frightening a child need a happy home life with adequate love when the child is denied of adequate love his capacity to archive his hereditary potential is limited. A depressed and threatened environment may hinder the child from developing his physical as well as intellectual ability at school and the society at large. It is significant to provide conductive and favorable environment for a child to attain his potentials his parent are in a better position to provide this.

Moreover, the children gain impression of self primarily from family, teachers, peer group and few other adults with whom they have intimate contact with, a child who learns from his parent that is dull, unintelligent and interior may develop a feeling of inadequacy even if he has an appreciable success later in life. In the same manner a child who receive self-confidence from his parent reaction may perceived that feeling even if his adult hood is full of disappointment.

Herbert (1932), noted that during certain stages of learning in which the child accepts and internalize the attitudes and role of individual who make impression on him. Herbert calls these individuals "*reference group*" this consist of individuals whose opinions the child values must and whose judgment he

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considered competent this included parent, friends, teachers, an people in authority whose influenced help shapes the child's life and level of intelligence which lead to ultimate performance in school. Herbert also used the term generalized others to mean a generalized concept of others who occupy different position. For example learning to participate in games and other co-operative activities. The child becomes socialized and becomes educative by his parent, peer group as well as parent a teachers.

2.2 THE PROBIEM ASSOCIATED WITH STUDENTS ACADEMIC PERFORMANCE IN RELATION TO SOCIO-ECONOMIC BACKGROUND

Woffle (1954) noted that the ability to pay is undoubtedly one of the most important determinant of who goes to colleges, he laid emphasis on motivational factors. In essence, in Nigeria parent who are interested in the education of their children i.e. qualitative education hardly take their children to public schools. Those from well to do family enroll their children in private schools while those from poor economic background attend public school with lesser qualitative education.

Redly (1965) asserted that the first is a culturally rick environment of the neighborhood, the home and the school within which children can learn and grow. He observed that the home and social class environment will fundamentally affect his perceptions, his personality development and his interpersonal relationships.

Durby and Thakur (1981) stressed that socio-economic 'of their academic achievement in school, the way and manner in which a child is brought up determines the ability of the child.

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However, a child is not a passive in the recipient of environmental experience but rather involved in the exploration and interaction with the environment. A rich and varied environment supplies more materials to work and thus helps the child's mental ability and development.

2.3 THE INFLUENCE OF PARENTAL SOCIO-ECONOMIC STATUS ON STUDENTS ACADEMIC ACHIEVEMENT USING AMERICAN DATA

The distinctive norms and values of social class and ethnic group influence performance in the educational system. An American sociologist Herbert H. Hyman in an article entails the value of system of different classes asserted that the value system of the lower class create a self-imposed barrier to an improved position. Hyman outline the different between working and middle class value systems members of the working class place low emphasis or value on formal education as a means to personal advancement, there was more emphasis on immediate benefits, they place lower emphasis on achieving higher occupational status, through the asserted further that not all place level of occupation which spur them to perform better in school through putting in more effort, thus, the motivation to achieve in school is generally very low for members of the working class.

Beckman and Record (1969) studied the attitudes of parent in different social class towards education and came up with a view that attitudes towards education held by parents and children varies with social class and it affect their performance in school in a study carried out showed that there is nothing special about regions and ethnic groups to account for the variation in academic

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achievement rather reflect social and economic factors such as occupational structure and income which themselves vary between regions and ethnic groups.

Moreover, the condition of life in the lower class level result to lower intellectual efficiency and lower standards of judgment and reasoning.

2.4 THE IMPORTANT DETERMINANTS OF SOCIO-ECONOMIC STATUS AFFECTING STUDENTS ACHIEVEMENT

Education backgrounds of parent significant child performance in school.

Musgrave (1966) noted that higher class parent are orderly, punctual and careful regarding the scholastic matter of their children, this is because of the fact that parents are already accustomed and conversant with problems and unconvinced associated with school having passed through the process of schooling themselves. He suggested that one of the most interesting ways of examining the influence of family background (parents) on their children achievement was to compare societal groups which according to him differ significantly in their general level of occupations and educational achievement. In other words, children from urban areas are supervised and more likely to succeed than their rural counterpart if compares with them.

Uka (1996) on the other hand noted that Nigerians parents who are illiterate or who have no formal educational background do not provide their children with conducive learning atmosphere and goal study habit, the incentive to learning is completely lacking. The child has little or no time for domestic studies and die to erratic power supply some parents are so poor that they cannot afford to buy a separate lamp for the child to read and learn in the night at home, in these villages

level of parental education is an index often most considered next in importance to occupation at influencing students' performance in school.

Raice and Loccit (1973) noted that there is a direct link between the intellectual capacity of parents and educational ability of the home. In a home where parents are educated, they influence the children's academic achievement almost directly in a way of assisting their children in their homework. Such parents hiving acquired formal education place value and priority on the educational success of their children. The child in some cases is introduced to s book even before he starts going to school. This habits will manifest in the child developing reading ability and interest in reading. Loccit added that educated parents are more likely to provide supplementary reading materials, the child would need to perform better in school as opposed to parents who are illiterate and handicapped of experience and knowledge which would prepare their children or young stars as it were to succeed in school. If a child is faced with a difficulty on how to solve a particular problem ranging from class work, the parents who are illiterates cannot guide him unlike his counterpart whose parent are educated.

Mc Carthy (1954) used parents occupation as criteria for the selection of samples of her studies of word analysis, she noted that children from upper social level not only used concluded that functional categories especially questions which manifest with trend of age reveal more rapidly in children from favored or high socio-economic background.

Occupational status of parents which has to do with income and prestige id believed by many scholars to be the most influential index of socio-economic status on academic achievement. Musgrave opined that high income enables parent to give their children the advantages that money can buy with high income the child's life is in a pleasant and conducive environment, which is critical in his

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physical and mental development, the entire child's educational materials and mostly all his requirements are promptly provided for him or her to exceed in school.

Fatunwa (1963) in his article Afican education and social dynamics states that the home instead of being a helps, is mostly a hindrance due to non-literate circumstances of many African homes. He observed that the educational toys small or big are non-existence and the parent are not able to help their children with their schools problems.

Alfred (1978) states that the determinants of socio-economic status such as education, occupations and income attitude of parent towards western education contribute to a larger extent in the perception of the child, its broadens their knowledge and sense of understanding in the use of educational toys which consequently contribute immensely towards high academic performance, with children poor socio-economic background are often confronted with many problems that hindered their academic achievement and success in test and promotion examinations.

2.5 MASLOW'S NEED HIERARCHY

Maslow's has propose that human motivation can be understood as resulting from a hierarchy of needs. These needs start with the basics psychological demands and progress upward.

Abraham Maslow's an America psychologist is the Architect of humanistic psychology and propose that a hierarchy of needs, he propose a hierarchy of needs or drives in order of decreasing priority sophistication, does needs starts with the basic psychological needs. Progress upwards through safety needs belongings needs or love needs, self-esteem needs culminating into self-actualization needs. Only when the primitive needs are met can the individual progress to a higher level in the hierarchy. Each level direct behavior towards the needs level that is not adequately met as lower needs are met the motivation to meet the higher level becomes active. Abraham Maslow's proposal that human needs are in triangular form and pyramid shaped.

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              /\
             /  \
            / Self \
           /Actualization\
          / Self Esteem  \
         /   Love need     \
        /    Safety need     \
       / Physiological need   \
      /_____\
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Motivation is defined as a driving force that push people to act, or stimulate one's need that him to action e.g. hunger, thirst, removal of waste product from organism. Human needs must be aroused before it can serve as a motive. Individuals have an intent need which does not serve as instigation of behaviors

til they becomes sufficiently intense, source of arousal may be internal, ological but social in expression.

This theory explain the socio-economic status of individuals living in ciety, where by the needs of individuals is based on their socio-economic osition. The physiological needs which is the immediate needs, such as food, elter, cloth, farmland, farm tolls etc. which needs to be satisfied before onsidering other needs.

1. The safety need; this include Job security protection from physical harm and avoidance of the unexpected. This can best help the employee to satisfy the physiological and satisfy needs since his salaries can enable him to buy food, cloth and shelter. This ensures security of the individuals.

2. Social need; the desire for love, companionship and friendship and it is the desire to be accepted by members of the family and other individuals and groups. The individuals may be motivated to join various group by standards established and accepted by the informal group.

3. Esteem need; at this level the individual not only want acceptance but also recognition and respect. It is human desire for accomplishment and one's this is accomplished the self-actualization need become dominant.

4. Self-Actualization; this top rank on Maslow need hierarchy, the need for fulfillment as well as realizing one's own potentials for utilizing one's talent and capabilities. Maslow regards self-actualization as a healthy man is primarily motivated by his need to develop and actualize his fullest potentialities.

However, the most important question raised is how does using Maslow's need ierarchy lead to high academic performance and achievement, this entails how tratified individuals are within the social strata parents who are able to move from

satisfying basic needs such as Food, Clothing, Shelter to other needs might be capable of sponsoring their children's education and the fact that the seal to develop is maintained by the parents, the children will grow up to witness this and subsequently copying from their parents and the motivation to rise to the highest strata is instill in them.

Moreover, the Abraham Maslow's need hierarchy is without criticisms, it is criticized for lacking research base, as to whether human needs are actually arranged in hierarchy.

2.6 CULTURAL DEPRIVATION IN RELATION TO PERFORMANCE

Cultural deprivation of educational achievement state that sub-culture of low income groups is deprive of deficient in certain important respect and this account for the low educational attainment of members of these groups. The theory places failure on the child, his family, his neighborhood and the sub-culture of this social group. The culturally deprived child is deficient on important skills, attitude and values which are essential for high performance. His environment is not only poverty stricken in economic terms but also in cultural terms. The catalogue of deficiencies of the culturally deprived child include linguistic deprivation, experience, cognitive as well as personality deficiency, wide range of substandard attitudes, norms and values.

Moreover, in Taura and Rimgim local government were Hausas are the dominant ethnic group. In the secondary schools where I visited most students have Linguistic problem and in most cases even their teachers are Linguistically deficient, socio-economic background parents is responsible coupled with environmental factors as responsible for why most students in schools fail basic

subjects; English language in particular and basically other subjects taught in school.

However, from interactionist perspective of education, cultural deprivation provides the standard explanation for the widespread failure of black American student in the educational system. The black's students simple reach to their position at the bottom of the stratification system and predictably fails, since meaning are constructed by actors in the process of interaction rather than being imposed by an external social system.

2.7 CLASS POSITION AND EDUCATIONAL PERFORMANCE

Raymond Boudon asserted that inequality in educational opportunity is produced by two component processes. The first component which is referred to as primary effect of stratification which involves sub-cultural differences between social classes produces inequality of educational opportunity, he argues that the secondary effects stem simply from a person's actual positions in class structures hence Boudon uses the term positional theory to describe his explanation. Since people start at different positions in the class system will produce a kind of inequality of educational opportunity. The cost involved and the benefits to be gained for a working class boy and an upper-middle class boy in choosing the same educational course is different because their starting position in the class system is different.

In other words, parent from high from socio-economic background would prefer to give their children qualitative education couple with excellent performance to facilitate their children educational achievement. If their children

perform poor or below expectations he/she might not be able to maintain the positions of their parents theory resulting on social demotion.

On the part of those children from low socio-economic background their parents attach little or no importance to education, average and below average performance is welcome in such homes.

In the events of an individuals from a low socio-economic background if he chooses a professional course relatively higher in status than that of the parent, a child is said to have experienced social promotion in his life.

2.8 PATTERN VARIABLES IN RELATION TO EDUCATIONAL ATTAINMENT

According to Takot Parson an American Sociologists he outlined what has become the accepted functionalist view of education, Parson argues that after primary socializing within the family, the school takeover as "focal *socializing agency*" school act as a bridge between the family and society as a whole, preparing the child for his adults role using pattern variables to describe the situation within the family. The child is judged and treated largely in terms of *"Particularistic"*, standards parents treat the child as their particular child rather than Judging in terms of standards which can be applied to all members. Yet in the wide society the individuals is treated and Judge in terms of *"Universalistic"* standards which are applied to all members regardless of the kinship ties within the family, the children status is ascribed, it is fixed by birth in advanced industrial society status in adult life is largely achieved acquired through formal education, an individual achieve his occupational status through formal education in school, the school prepared the young people for this transition, it establishes universalistic

standard which all pupils achieve their status, their conduct is assessed against the yardstick of the school rules, their achievement is based on or measured by performance in examination. The same standards are applied to all students regardless of abscriptic characteristics such a sex, race, family background or class of origin. Schools operate on meritocratic principles, status is achieve on the basic of merit, value consensus according to functionalist is essential for the society to operate effectively.

Moreover, based on the Takot person's pattern variables education is universal same standards are applied to all school pupils irrespective of their socio-economic background, sex, class or race. In Nigeria the standards are similar they school syllabus is applied to all individual but for the decaying educational infrastructures and dwindling fortunes of education in public schools, they emerge private schools where standards are entrenched and the cost of educating a child in private schools is high considering the standards of living of Nigerians which is low, the income accruing to the family is low and cannot cater for the miscellaneous basic needs of the family and their child ward to private schools to acquire qualitative education.

2.9 THEORITICAL FRAMEWORK

Theoretical framework has to do with examining various related theories in the sociology of education advance by scholars in sociology of education on the issue of educational attainment, performance of children at various level as well as education achievement in relation parent Socio-economic background or placation of parent, in terms of occupations of parents, in terms of leadership of the parent such as Emir, Governor, Legislator, Senators, Chairman etc.... the various social

standing of parent within the social state may have impacts on the child academic performance as well as achievement in schools.

CHAPTER THREE

3.1 INTRODUCTION

This chapter is concern with the design of the study, instrument of the study, population of the study, sample size, procedure for data collection as well as the method of data analysis.

3.2 RESEARCH DESIGN

The design of the study as survey research is due to the fact that *"social survey involves the collection of standardized information from a sample selected as being representative of a particular population or group."* The group from which the samples is drawn may be the population as a whole, a practical class, ethnic group, gender, age group or individual with certain similarities such as professionals, manual workers etc...

Survey method is one of the most comprehensive method of gathering data or people's opinion as the case of the presents research the researcher is carrying out. It was in the light of this, that the researcher employed the used of questionnaire which is a usual way of gathering data for a research design to obtain relevant information from the two secondary school...

3.3 POPULATION OF THE STUDY

This study is limited to two secondary school namely; Government Unity School Rimgim and Girls Science Secondary School Taura in Rimgim and Taura Local government area of Jigawa state. Obviously all students of these schools falls within the population of this study and the fact that the population is too large to be entirely studied, students in SS1, SS2, SS3 will be selected via the below

technique, making a total population of 60 students, 30 in governments unity school Ringim and 30 in Girls science secondary school Taura.

3.4   SAMPLE SIZE

The sampling size of this social survey is 60, the students were stratified on the basis of their classes and were randomly, picked were 30 of the questionnaires were admitted in government unity school Rimgim and 30 in Girls science Secondary school Taura.

3.5   SAMPLING TECHNIQUE

Sampling method is design for collecting information from a cross section of the population on a define subject matter within a given period of time.

Having gotten the exact number of students from each class in SS1, SS2 and SS3 in a sampling frame, stratified sampling method is adopted where the samples were randomly selected.

3.6   METHODS OF DATA COLLECTION

Questionnaires will be distribute to the respondents after permission has been granted by the school authority. The researcher will be visits these school under study to administer the questionnaires to the respondents and ensure that the questionnaires are filled accurately and returned on time by the respondents. The questionnaires are closed ended questions to be completed by the respondent and return in due course and on time with the assistance of other staffs. Thirty (30) of this questionnaires shall be distributed in each of the two secondary schools in SS1, SS2, and SS3 will be picked and the questionnaires administered on them, bringing a total of sixty (60) questionnaires.

3.7 RESEARCH INSTRUMENT

QUESTIONNIARE

The major instrument used in conducting this research is a questionnaire which comprises of two sections formed with the assistance of the supervisors, it's a close ended questionnaire which gives the respondents option to closed form. Section A of the questionnaire covers the student personal information and academic record in school when the section B comprises of parents socio-economic status or position.

3.8 METHODS OF DATA ANALYSIS

As for the final analysis, the researcher will analysis after the data has been collected using simple frequency and percentage table. The responses of each of the statement are grouped according to their similarities and will be presented on frequency and percentage table for easier interpretation of the responses with the assistance of the supervisor.

More, so in the hypothesis text to proof whether a relationship exist among these variables i.e. socio-economic status of parents and academic performance of school pupils in secondary schools, chi-square method will be used to relate income of parents and the various performances of students in English language and Mathematics.

CHAPTER FOUR

4.0   DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

In this research, the data collected from the respondents are examined and analyzed using simple frequency and percentage table. This chapter basically analyses parent socio-economic status and their children performance in Government Unity School Rimgim and Girls science secondary school Taura of Rimgim and Taura local Government area of Jigawa state. Basically, the parent socio-economic characteristic would be examined to give us a broader perspective of the respondent's socio-economic background and relate it to their performance in English language and Mathematics respectively.

TABLE 4.1 PARENTS OCCUPATIONS

Category	Frequency	Percentage
Farmer	20	33.3
Petty trader	15	25
Business man	15	25
Civil servant	10	16.7
Traditional ruler	0	0
Total	60	100%

Source: Research Survey, 2019.

From 4.1 table, 33.3% of the respondent's parents are presents farmers, while 25% of respondents parents are petty traders and 10% of respondent's parents are civil servant mostly working local government secretarial and state governments.

TABLE 4.2 PARENT MONTHLY INCOME

Category	Frequency	Percentage
Below ₦10,000	20	33.3
₦11,000-₦20,000	15	25
₦21,000-₦31,000	10	16.7
₦31,000-₦40,000	5	8.3
₦41,000-₦50,000	7	11.7
₦50,000 and above	3	5
Total	60	100%

Table 4.2 shows that 33.3% of the respondent's parents earn below ₦10,000 and 25% of their parents earn between ₦11,000 to ₦20,000 monthly and 16.7% earn between ₦21,000 to ₦30,000 while 8.3 of the respondent's family earn between ₦31,000 to ₦40,000 and 11.7% of the respondent's parents lives within

the range of ₦41,000 to ₦50,000 and only 5% of the respondent's parents earn ₦51,000 and above.

TABLE 4.3 OWNERSHIP OF HOME APPLIANCES

Category	Frequency	Percentage
Television & few others	25	41.7
All home Appliance	5	8.3
No home Appliance	30	50
Total	60	100%

From table 4.3 above it shows that 41.7% of the respondent's parents own television and few others such as DVD and Radio while 8.3% of the respondent's parents own all home appliances such as television, DVD player, Refrigerator, Computer sets, air condition etc... While 30% of the presents own no home appliances.

Category	Frequency	Percentage
No education	20	33.3
School cert.	15	25
Diploma	10	16.7
Degree	9	15
MSc	4	6.7

Ph.D.	2	3.3
Total	60	100%

TABLE 4.4 LEVEL OF PARENTS EDUCATION

Table 4.4shows that 33.3% of the respondent's parents never acquire any formal education and 25% of the respondent's parents only acquire secondary school certificate, 16.7% of the respondent's parents are diploma holders while 15% are degree holders and 6.7% of the respondent's parents are MSc. Holders while only 3.3% of the respondent's parents are Ph.D. holders.

TABLE 4.5 OWNERSHIP PF MEANS OF TRANSPORT

Category	Frequency	Percentage
Bicycle	10	16.7%
Motorcycle	15	25
Car	15	25
None	20	25
Total	60	100%

Table 4.5 above shows that 16.7% of the respondent's parents own bicycle as their means of transportation, 25% of the respondents parents own motorcycle and 25% own cars as their means of transportation while 33.3% of the respondents parents No any form or means of transportation.

TABLE 4.6 NUMBER OF WIVES

32

Category	Frequency	Percentage
One	8	13.3%
Two	33	55%
Three	16	16.7
Four	3	5
Total	60	100%

Table 4.6 above shows that 13.3% of the respondents are from a monogamous family while 55% of the respondent's parents are from a polygamous family with two wives and 26.7% of the respondent's parents come from a family of three wives and 5% of the respondent's family have four wives.

TABLE 4.7 NUMBER OF CHILDREN

Category	Frequency	Percentage
5-10	27	45
11-15	33	55
15-20	16	26.7
20 and above	0	0
Total	60	100%

Table 4.7 shows that 45% of the respondent come from a family with 5 to 10 children, 38.3% are from family of 11-15 children, 16.7% of the respondents are

from a family with 16 to 20 children which is large considering the level of income of the parents.

TABLE 4.8; TYPE OF HOUSE OF RESPONDENTS

Category	Frequency	Percentage
Traditional house	34	56.7
Bungalow	15	25
Duplex	11	18.3
Others	0	0
Total	60	100%

From table 4.8 it's evident that 56.7% of the respondents live in a traditional house, 25% of the respondents live in a bungalow and 18.3% of the respondents live in a duplex.

STABLE 4.9 RESPONDENTS SCHOOL

Category	Frequency	Percentage
G S S S Taura	30	50
Govt. Unity Sch. Rimgim	30	50
Total	60	100%

Table 4.9 shows that questionnaires which are 60 are distributed equitably among these school, 30 in government girls secondary Rimgim respectively.

TABLE 4.10 RESPONDENTS POSITION IN CLASS

Category	Frequency	Percentage
SS I	19	31.7
SS II	24	40
SS III	17	28.3
Total	60	100%

From table 4.10 above 31.7% of the respondents are in SS I, 40% of the respondents in SS II and 28.3% of the respondents in SS III.

TABLE 4.11 ETHNIC GROUP OF REPONDENTS

Category	Frequency	Percentage
Hausa	45	75
Igbo	3	5
Yoruba	6	10
Others	6	10
Total	60	100%

Table 4.11 above shows that 75% of the respondents are Hausa's, 5% of the respondents are Igbo's while 10% of the respondents are Yoruba's and 10% constitute other minority ethnic groups in the region.

TABLE 4.12 AGE OF RESPONDENTS

Category	Frequency	Percentage
10-15	0	0
16-20	54	90
21 and above	6	10
Total	60	100%

Table 4.12 above shows that 90% of the respondents are within the age bracket of 16 to 20 years and 10% of the respondents are within the ages of 21 and above.

TABLE 4.13 GRADE SCORED IM ENGLISH LANGUAGE BY THE RESPONDENTS

Category	Frequency	Percentage
A	0	0
B	3	5
C	10	16.7
D	16	26.6
E	10	16.7
F	20	35
Total	60	100%

From table 4.13 it is evident that only 5% of the respondents scored B in English language, which is regarded as the highest performance and 16.7% of the respondents scored credit in English language which is seen as average

performance, and 16.7% of the respondents scored E which is a very low performance and 35% of the v scored F a very poor performance.

TABLE 4.14 GRADE SCORED IN MATHEMATICS BY THE RESPONDENTS

Category	Frequency	Percentage
A	0	0
B	5	8.3
C	7	11.7
D	10	16.7
E	14	23.3
F	24	40
Total	60	100%

From the table 4.14 above it shows that only 8.2% of the respondents scored B which is regarded as the highest performance, 11.7% scored D a low performance and 23% scored E which is seen as a very low performance and 40% of the respondents scored F a very poor performance.

THE HYPOTHESIS TEST

In the testing of hypothesis, Chi-square is used to test the Hypothesis of this research, the Chi-square method is the most frequently used technics in testing hypothesis in social science. The Chi-square comprises of the frequency observed (FO) and the frequency expected (Fe).

Parents income	Respondents grade in Mathematics						
	B	& C	D	& E		F	
Below ₦10,000	0	0%	5	20.8%	15	62.4%	20
₦11,000-₦20,000	1	18.3%	9	37.5%	3	12.5%	13
₦21,000-₦30,000	0	0%	4	16.7%	3	12.5%	7
₦31,000-₦40,000	3	25.5%	2	8.3%	1	4.2%	6
₦41,000-₦50,000	6	50%	3	12.5%	1	4.2%	10
₦51,000 and above	2	16.7%	1	4.2%	1	4.2%	4
Total	12	100%	24	100%	24	100%	60

Chi-square formula $X^2 = \sum (fo-fe)^2/fe$

Where FO = observed frequency

Fe = Expected frequency

Fe = TR x TC / GT

Where TR = Row total

TC = Column total

GT = Grand total

Therefore, $x^2 = \sum (FO-Fe)^2/Fe$

= 34.42

Chi-square calculated at degree of freedom (df)

df= (rm = 1) (cm- 1)

df= (3-1) (6-1)

df= 2x5

df = 10

df = 10 at level of significance 0.5

Critical table value = 18.307.

RESULT INTERPRETATION

Having realized that calculated or rather computed chi-square which is X^2 34.42 and the critical table value is 18.307, it shows that the computed chi-square is greater than the critical table value we will reject- the null hypothesis, it means a relationship exist among the socio-economic status of parent and academic achievement of their children. Performance of school pupils in girl's science

secondary school Taura and Government Unity School Rimgim in Mathematics is dependents on the income of their parents. Children from high socio-economic background whose parents are capable of employing a teacher for extra lessons for their children at home achieve higher performance than those children from low socio-economic background. Income plays a critical role in determining performance of children in school.

Parents income	Respondents grade in Mathematics						
	B & C		D & E		F		
Below ₦10,000	0	0%	5	19.3%	10	47.6%	15
₦11,000-₦20,000	0	0%	11	42.3%	5	23.8%	16
₦21,000-₦30,000	2	15.4%	4	15.4%	3	14.2%	9
₦31,000-₦40,000	2	15.4%	1	8.3%	1	4.8%	4
₦41,000-₦50,000	6	46.2%	3	11.5%	1	4.8%	10
₦51,000 and above	3	23%	2	7.7%	1	4.8%	6
Total	13	100%	26	100%	21	100%	60

Chi-square formula $x^2 = \sum (f0 - Fe)^2 / Fe$

Where F0 = observed frequency

Fe = frequency expected

TR = Row Total

TC = Column total

GT = Grand total

Therefore $x^2 = \sum (FO-Fe)^2 / Fe$

= 35.27

Chi-square calculated at degree of freedom

df = (rm -1) (cm - 1)

df = (3 – 1) (6 -1)

I.e. summations of column and summations of row margin.

df = 2x5

df = 10

df = 10 at level of significance 0.5

Critical value = 18.307

RESULT INTERPRETATIONS

As depicted in the cross tabulated, the computed chi-square values in 35.27 and the critical table value is 18.307, the computed chi-square exceeds the critical table value, it means we will reject the null Hypothesis. It means a relationship exist between the income of parents and performance of school pupils in English language in Girls Science secondary school Taura and Government Unity School,

Rimgim respectively. Performance of school pupils in English Language in dependents on the income of their parents, children from high socio-economic background perform better in school, this is due to the emotional stability and position of certain luxuries and their ability to employ the service of a teacher to teach their wards at home coupled with providing their children with the necessary books required to excel in school.

4.1 DISCUSSION OF MAJOR FINDINGS

From the analysis and cross tabulation, it has been revealed that to a great and certain extend there is a linkage between the socio-economic status of parents and academic performance of children in government unity school Rimgim and Girls Science Secondary School Taura. Socio-economic background of parent plays a significant and conspicuous role in determining and improving performance f school pupils, the education of parents, the income of the parents as well as occupations of parents is focal to the performance of their children even though some individuals from poor socio-economic background are found top perform wonderfully in schools they are very rare and scanty compare to those children with same socio-economic background who fall woefully in school.

Moreover, the family which provide social and economic support for the family members may be at risk if there is no adequate resources to cater for the needs of the children and provide them with sound education. Other members of the family depends on the father who is the head of the family to provide and satisfy the needs of the family, however, with very low income accruing to the family it becomes difficult to satisfy basic needs of the family and education of

children, with most family living below a dollar per-day it becomes difficult for children from this socio-economic background in schools. Income as a variable constitute a major role in determining performance of school pupils since a stable emotional harm by providing them with their basic needs and love. Broken homes and domestic violence has turn many families apart largely as a result of the father's inability to provide the family with their basic needs and financial support.

Moreover, occupation and academic achievement being one of the components of socio-economic background also plays a vital role in the child's academic achievement, though in some cases the reverse is the case. The occupation of the parents determined his level of income. From the data collected only parents with high occupation were able to sponsor the education of their children effectively because of the income accruing to him through his job. The children either enjoy from the high income of their parents or suffer from low income of their parents, Larger percentage of the children parents are famers and petty trade with approximate income per month put at below ₦10,000 and ₦11,000 - ₦20,000, this explains why children from this family background fail and in most cases their families are polygamous with many children to take care of with meager income. The parents in most cases finds it more appreciate for their children to assist them in their occupation rather than to go to school and those who allow their children to go to public schools hardly sponsor them effectively so these children had to contend with the declining or dwindling and falling standard and fortunes of education in these areas.

Parent's educational background also plays a significant role in determining the performance of children in secondary schools. Base on the data collected.

Once the parents are well educated they will have access to a better job and high income which will go a long way towards assisting their children in acquiring the best and qualitative education which is non comparable with those children from low socio-economic background. Parents that are educated find interest in the educational welfare of their children and the performance of their children in schools. They took interest in what the child learn in school and assist where the child finds difficult in understanding. Parents who are engaged in their children work improve their intellectual ability.

Conclusively, parent's socio-economic background plays a significant and vital role in determining the performance of school pupils children with well-educated parents cannot be compared with children whose parents are farmers, petty traders. In view of this parents should be aware that their socio-economic background is crucial in their children academic performance and should strive to achieve higher status in order to assist their children to perform better in school as well as achieves.

CHAPTER FIVE

5.2 CONCLUSION

Going by the data analysis and interpretation, the findings were carried out and group according to the research questionnaire administered on the socio-economic status of parents and children academic performance. The purpose of the classification is to ensure the tenability of the assumption made that parent socio-economic background have effect on their children's performance. Base on the research conducted their is element of truth about that parent socio-economic background or status of parent have positive impact on the academic performance of secondary school students in Rimgim and Taura local government area of Jigawa state.

Moreover, majority of the students who perform at average level and excellently in school come from high and average socio-economic background, also some few students from middle and low socio-economic background perform high. Theses group of students are regarded as exceptional because despite the hardship and deprivation they suffered but still perform excellently in school.

As, can be seen in chapter four i.e. various responses by the respondents, the assumptions has been confirmed, therefor a positive relationship exist between parental socio-economic status and academic performance of children in secondary schools.

5.2 RECOMMENDATIONS

In recognition of the fact that socio-economic status of parents exert influence on the academic performance of their children the following recommendations are advanced to parents, educational planners, teachers and

government as well as those concerned in the society with a view to evaluate the academic status of the less privilege ones in the society.

1. Parents should ensure that meaningful foundation is laid for their children at home in which they can build on later in life, parents should also attempt to supervise their children's educational performance at home with a view of minimizing tendency towards waste of material resources invested on their children's educational developments

2. Teachers should collate objectivize and realistic data regarding the socio-economic status of parents and formulate meaningful and suitable methods and strategies at helping the children concerned i.e. students at improving their abilities despite financial and other constraints related to performance of children at secondary schools and beyond

3. Educational guidance and counselling should be employed in schools with the aim of advising students from poor and depressed homes and also advising parents on how to assist their children within the meager resources at their disposal with the aim of improving performance of their children.

4. Libraries should be established and well equipped in secondary schools with relevant and up-to-date text so that the deprivation suffered by children from low socio-economic background is minimized.

5. Parent Teachers Association (PTA) should be reconstituted and re-emphasized and formed by people of integrity and sound caliber with aim of alleviating the sufferings of children from disadvantaged, less privilege homes. The committee should be engaged with the responsibility of raising funds in order to subsidized books and probably food for the less privilege children in school.

6. Government should provide job opportunities to parents and secondary school leavers in order to assist their children in schools. Government should improve and strengthen the universal basic education and state basic education programmer formulated to ensure free education to all Nigerian from primary 1 to JSS 3 in order to achieve the millennium goal target of reducing illiteracy to the lowest minimum. More funds should be devoted to these programmers at larger percentage of the students still sit on bare floor and lack adequate teaching and learning materials for the school pupils to improve on their performance in schools. More political will and determination to achieve the said objectives on the part of policy, makers is a step towards achieving free and compulsory education for all.

7. Dedicated and qualified teachers who are capable of improving learning environment via a well-planned lesson note that suit the various background of learners and who can use a wide variety of alternatives in the design of instructional strategies, if this strategies are employed will go a long way towards curtailing and minimizing the pains suffered by students from poor socio-economic background.

8. Lastly, education personnel should embark on periodical and regular supervision in secondary schools, this will facilitate improvement of the standard of education in these schools thus, and where the students perform poorly emphasis should be place on that particular area to enhance high performance.

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Jigawa State,

Polytechnic,

P.M.B 7040,

Dutse,

29 August, 2019

Dear Respondent,

I am s student of the above mentioned institute writing my final year project titled '*socio-economic status of parents and the educational achievement of their children*'. A case study of Rimgim and Taura local government area Jigawa state.

I decided to send this questionnaire to your parent so that they may assist me in answering the question effectively in order to collect the relevant data which is required in writing this project.

I assure you that all information filled in will be treated with the utmost confidentially it deserves. Thank you.

Yours Sincerely

Jesse David Balami

QUESTIONNAIRE

GENERAL INFORMATION

SECTION A

1. School
   a) Government Unity School Ringim [   ]
   b) Girls Science Secondary School Taura [   ]
2. Class
   a) SS1 [   ]
   b) SS2 [   ]
   c) SS3 [   ]
3. Local government
   a) Taura local government
   b) Ringim local government
4. Tribe
   a) Hausa [   ]
   b) Igbo [   ]
   c) Yoruba [   ]
   d) Others [   ]
5. Age
   a) 10-15 [   ]
   b) 16-20 [   ]
   c) 21-25 [   ]

d) 26 and above [   ]

6. Grade score in English language

    a) A [   ]

    b) B [   ]

    c) C [   ]

    d) D [   ]

    e) E [   ]

    f) F [   ]

7. Grade social in mathematics

    a) A [   ]

    b) B [   ]

    c) C [   ]

    d) D [   ]

    e) E [   ]

    f) F [   ]

SECTION B

PARTIAL SOCIO-ECONOMIC BACKGROUND

9. Approximate parent's income per-months

    a) Below-₦10,000 [   ]

    b) ₦11,000-₦20,000 [   ]

    c) ₦21,000-₦30,000 [   ]

    d) ₦31,000-₦40,000 [   ]

    e) ₦41,000-₦50,000 [   ]

f) ₦51,000 and above [   ]

10. Parents occupation

    a) Farmer [   ]

    b) petty traders [   ]

    c) Business man [   ]

    d) civil servant [   ]

11. Number of wives

    a) One [   ]

    b) Two [   ]

    c) Three [   ]

    d) Four [   ]

12. Number of children

    a) 5-10 [   ]

    b) 11-15 [   ]

    c) 16-21 [   ]

    d) 22-27 [   ]

13. Type of house

    a) Traditional house [   ]

    b) Bungalow [   ]

    c) Duplex [   ]

14. Level of parent education

    a) No education [   ]

b) School cert [   ]

c) Diploma [   ]

d) Degree [   ]

e) MSc [   ]

f) Ph.D. [   ]

15. Ownership of means of transportation

a) Bicycle [   ]

b) Motor cycle [   ]

c) Car [   ]

d) none [   ]

16. Ownership of home appliances

a) Television [   ]

b) DVD player [   ]

c) Satellite [   ]

d) Refrigerator [   ]

e) Computer sets [   ]

f) Video games [   ]

g) All [   ]

h) None [   ]

a. 12x20/60=4

c. 12x7/60=1.4

e. 12x10/60=2

g. 20x24/60=8

b. 12x3/60=2.6

d. 12x6/60=1.2

f. 12x4/60=0.8

h. 13x24/60=6.2

i. 7x24/60=2.8

j. 6x24/60=2.4

k. 10x24/60=4

l. 4x24/60=2.8

m. 20x24/60=8

n. 13x24/60=6.2

o. 7x24/60=2.8

p. 6x24/60=2.4

p. 10x24/60=4

r. 4x24/60=1.4

Cell	FO	Fe	FO-fe	$(f0-fe)^2$	$(f0-fe)^2/fe$
A	0	4	-4	16	4
B	1	2.6	-1.6	2.6	1
C	0	1.4	-1.4	1.10	0.8
D	3	1.2	1.8	3.24	2.7
E	6	2	4	16	8
F	2	0.8	1.2	1.44	1.8
G	5	8	-3	9	1.13
H	9	5.2	3.8	14.4	2.8
I	4	2,8	1.2	1.44	0.51
J	2	2.4	-0.4	0.16	0.7
K	3	4	-1	1	0.25
L	1	1.6	-0.6	0.36	0.23
M	15	8	7	49	6.13
N	3	5.2	2.2	4.48	0.94
O	3	2.8	0.2	0.4	0.14
P	1	2.4	-1.4	1.96	0.82
Q	1	4	-3	9	2.25
R	1	1.6	-0.6	0.36	0.23

			19.2		$X^2=34.42$

(a). 13x15/60=3.2

(b). 13x16/60=3.5

(c). 9x13/60=1.95

(d). 4x13/60=0.87

(e). 10x13/60=2.17

(f). 6x13/60=13.3

(g). 15x26/60=5.2

(h). 16x26/60=6.93

(i). 9x26/60=3.9

(j). 4x26/60=1.73

(k). 10x26/60=4.3

(l). 6x26/60=2.6

(m). 15x21/60=5.25

(n). 16x21/60=5.6

(o). 9x21/60=3.15

(p). 4x21/60=1.4

(q). 10x21/60=3.5

(r). 6x21/60=2.1

Cell	FO	Fe	FO-Fe	$(FO-Fe)^2$	$(FO-Fe)^2/Fe$
A	0	3.25	-3.25	10.56	3.24
B	0	3.47	-3.47	12.4	3.57
C	2	1.95	0.5	0.25	0.13
D	2	0.87	1.13	1.28	1.47
E	6	2.17	3.83	14.67	6.76
F	3	13.3	-10.3	106.9	8.03
G	5	6.5	-1.5	2.25	0.34
H	11	6.93	4.7	22.9	3.30
I	4	3.9	0.1	0.01	0.02

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J	1	1.73	-0.73	0.53	0.30
K	3	4.3	-1.3	1.63	0.32
L	2	2.6	-0.6	0.36	0.10
M	10	5.25	4.75	22.56	4.30
N	5	5.6	-0.6	0.36	0.07
O	3	3.15	-0.15	0.23	0.07
P	1	1.4	-0.4	0.16	1.11
Q	1	3.15	-2.15	4.62	1.47
R	1	2.1	-1.1	1.21	0.58
			15.01		$X^2=35.27$