

## **Influence of Socio-Economic Status on Academic Achievement of Gifted Girls in Government Girls' Special School Kafin Madaki, Bauchi State**

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**ABSTRACT:** *Socio-economic status is a measure of the social status of individual or group of individual based on education, income, occupations and other relevant indicators. Thus, this study examine the influence of socio-economic status on academic achievement of gifted girls in government girl's secondary school Kafin Madaki, Bauchi state. 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 analyze the data collected. The score and means scores between first and third term is significant, the difference was much enough, therefore the null was rejected. It was also concluded that gifted students were 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 was recommended among others that, parents should try to reexamine their social, educational and psychological support to their children since such support is viewed as the main contributor towards their academic achievement. Also, government should provide basic amenities to schools and to students in particular to ensure standard and quality maintained among students. This will enable children from every category of SES to looks themselves equal to every students in schools and retain their qualities and capacities of being gifted children.*

**KEYWORDS:** Socio-economic background, academic achievement, gifted girls.

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### **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). Vincent and Sutherland (2013) described SES as a measure of the economic and social status of an individual or group of individuals based on, education, income, occupation, and other relevant indicators, relative to other members of the population. 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, 2018). 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. 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. Giftedness may manifest in different domains such as; intellectual, creative, artistic, leadership, or in a specific academic field such as languages, arts, mathematics or sciences. It is difficult to estimate the absolute number of giftedness children in a given community, society or geographical area, because the calculation depends on the number of areas, or domains being measured and the method used to identify gifted in children. However, people assumed or consider children who are in the top as 10 percent of a given 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. Giftedness 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.

### **Statement of the Problem**

The responsibility of training a child always lies on the hands of parents. this is congruent with the common ascertain of educational psychologist that parent socioeconomic status is a predictor of a vast array of all outcome across the life span of their children, including mental, intellectual, psychological and physical health which giftedness falls within. 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 deduce the influence of socioeconomic status and academic achievement of gifted students and whether or not gifted girls were facing these problems, that is, is it due to their parental socioeconomic status as a child who is deprived of basic facilities for sharpening and homing his/her talent will not have opportunity to project his intelligence and giftedness, and also due to embarrassment peers of high socioeconomic status, which is accounted as a factor for beguiling 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 influence of socio economic status on academic achievement of gifted girls in Government Girls' Special School Kafin Madaki, Bauchi State?

### Study Hypothesis

**Ho:** Socio-economic status will not significantly influence the academic achievement of gifted girls in Government Girls' Special Schools Kafin Madaki, Bauchi State.

## 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
<b>Total</b>		<b>416</b>

*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 (1<sup>st</sup> to 4<sup>th</sup> 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
<b>Total</b>			<b>36</b>

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

Purposive sampling procedure was used to select only students with the same characteristics (1<sup>st</sup> to 4<sup>th</sup> 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 help in the administration and retrieval of the instrument within the period of three (3) weeks. Frequency, percentage, and mean score, were used to organize and described the findings of the study.

## RESULTS

**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:** Socio-economic status will not significantly influence the academic achievement of gifted girls in Government Girls' Special Schools Kafin Madaki, Bauchi State (N35).

**Table 4: Influence of Socioeconomic Status on Academic Achievement of Gifted Girls in Government Girls Secondary School Kafin Madaki, Bauchi State**

Exam Result	Cumulative score	Mean	Difference
First term	604	86.29	
third term	522	74.57	11.72

The above table 4 indicates that the mean score of the first is 86.29 while that of the third term is 74.57 is less than that of the first term which indicates there is a significant difference in the academic achievement between the first term mean score and that of the third term this indicates null hypothesis is rejected.

## DISCUSSION

The findings of this study shows that socio economic status of parents influences the academic achievement of gifted girls. There is a difference between high SES and low SES categories students. Students belonging to high SES category have higher Academic achievement as compared to average SES students. There is a stark contrast, between, socioeconomic categories of students in their academic achievement. The students belonging to high SES go to schools with excellent facilities and infrastructure. The findings of this clearly indicates that the mean score 86.29 of the first term is greater than the mean score 74.57 of the third term which revealed that it

is less than that of the first term. This implied that null hypothesis is rejected, because there is significant difference between the two mean scores, and the deference is 11.72 in favour of the first term result. It is true that, they had performed very well at the first but, their means score at the third term indicates that they had engage in some activities that affected their academic achievement this factor is due to their low SES, where they had to engaged in some unwonted activity in order to satisfy their social needs and the activities they engaged adverse affected their academic achievement.

The finding is in agreement with the finding of (Ahamed 2016) and also low SES can affect students' academic achievement especially if they come of low SES in a school where majority of the students are from high SES. It agrees with the finding of Simon-morton (2007) also it had re-affirm the work of Berkowits 2004, that adolescence develop false conscience that, their behavior are and normative, while it is not. Student engaging on the condition also indicators, the needs for social affiliation as indicated by the work of (Reich 2012). The study agreed with ascertains of Abraham (2014), noted that students with rich families have certain needs, physical and sociological which when met contribute positively to their academic achievement. Therefore, it was identified that families' socio-economic status in one way or another affects students' academic achievement at any level of education.

## CONCLUSION AND RECOMMENDATIONS

The findings of this study reveals that parental socio-economic background have a significant influence on academic achievement of gifted girls. The importance of parental socioeconomic status 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.

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

1. Parents 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.
2. 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.
3. 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.
4. School authorities should always check the failure of gifted students, assess the cause and provide immediate intervention to tackle the failures and guidance and counseling services should



be emphasized in schools to aid children with psychosocial and educational problems. This will emanate them from emotional distress.

5. Government should provide basic amenities to schools and to students in particular to ensure standard and quality maintained among students. This will enable children from every category of SES to look themselves equal to every student in schools and retain their qualities and capacities of being gifted children.

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