

Influence of Parental and Community Factors on Educational Achievement of Children in Kabong, Plateau State, Nigeria

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DOI: <https://doi.org/10.62154/ajhcer.2025.020.01014>

Abstract

This study examined parental and community factors influencing the educational achievement of children in Kabong, Plateau State, Nigeria. It specifically investigates how socioeconomic and environmental factors affect children's academic achievement in underserved communities. The study was driven by the growing concern over poor academic outcomes in low-income settlements such as Kabong, Plateau State, Nigeria. The study was anchored on Bronfenbrenner's Ecological Systems Theory and Bandura's Social Learning Theory. Bronfenbrenner's emphasized that children's academic achievement is influenced through direct and indirect interactions with the environment at these layers: microsystem, mesosystem, exosystem, macrosystem, and chronosystem, while Social Learning Theory laid emphasis on how observational learning, imitation, and modelling shape the child's development. A qualitative and quantitative method was employed using structured questionnaires, interviews, and observation, respectively. Data from 352 respondents involving parents, community leaders, members and teachers, collected using Krejcie and Morgan's formula, and analyzed using frequency tables and cross-tabulations through the aid of SPSS. Findings revealed that low parental income and the nature of parental occupations hinder children's access to quality education, timely school enrollment, and academic support. In addition, community factors and/or environmental challenges such as poor infrastructure, overcrowded classrooms, noise pollution, and a lack of positive role models in Kabong were found to negatively impact concentration, school attendance, and motivation. Based on these findings, recommendations include the provision of government-led conditional educational support, community sensitization programs for parents, and the establishment of after-school study centers by NGOs and faith-based organizations to mitigate the identified barriers to educational success.

Keywords: Educational Achievement, Parental Income, Occupational Status, Community Environment, Underserved Communities.

Introduction

The educational achievement of children is influenced in no small amount by the family and community settings in which children grow. In this way, the family plays a primary role in this process. Bhat (2022) presented that education historically emerged as a means of transferring cultural values and knowledge through generations, with parents serving as the primary conduits. Education begins at home, and the environment provided by the parents (comprising emotional, psychological, and socioeconomic dimensions); have strong

influence on the academic trajectory of children. According to Stipanovic and Fairchild (2010), parents contribute to the development of knowledge, skills, and moral values that form the foundation for learning.

Children's academic performance is shaped by a combination of parental and community-level factors. At the micro level, parental income is a critical determinant. Higher income enables access to quality education, nutrition, private tutoring, and a conducive home environment, while low income common in urban slums like Kabong in Plateau State leads to poor school attendance and child labor due to economic hardship (Abdu-Raheem, 2015; Eze, 2020; Younas et al., 2021). Parental occupational status also plays a major role, as it influences income levels, educational expectations, and the ability to support children's schooling. Parents in professional jobs are better positioned to provide academic support compared to those in low-skilled or informal employment, who often lack time and resources due to erratic schedules (Li, 2019; Oluwatayo, 2014; Adekoya, 2019).

At the macro level, community factors such as poor sanitation, insecurity, overcrowding, and lack of school infrastructure significantly hinder learning. Children living in underserved areas face environmental stressors that affect their ability to learn, and weak community support structures make matters worse (World Bank, 2019; Spaul, 2018; Machana et al., 2017). In communities like Kabong, these challenges are worsened by inadequate policy interventions, corruption, and minimal investment in education (UNDP, 2023). Socioeconomic Status (SES) is a multidimensional concept encompassing income, occupation, education, and environment. Globally, SES remains a powerful predictor of academic success. Research from the U.S. and Europe during the COVID-19 pandemic revealed that children from low-SES families struggled with limited digital access and parental support, while their high-SES peers accessed quality remote learning (Gee et al., 2023; Bayrakdar & Guveli, 2020). Similar patterns exist in African countries like South Africa, Kenya, and Nigeria, where SES differences influence access to learning environments and outcomes (Spaul, 2018; Machana et al., 2017; Oluwatayo, 2014).

The National Bureau of Statistics (2022) reports that over 60% of Nigerians live in multidimensional poverty, and the 2022 Multidimensional Poverty Index indicates that about 133 million Nigerians face overlapping forms of deprivation including hunger, lack of learning materials, and poor health which directly affect children's education. In Kabong, like many other underserved community, children experience malnutrition, absenteeism from school, and child labor due to their parents' inability to cover school-related costs, while living in overcrowded and unsafe environments with little educational support (Eze, 2020; World Bank, 2019). Education remains the most viable pathway out of poverty, yet underserved communities are the most affected by systemic neglect. This study, therefore, seeks to evaluate parental and community factors affecting children's academic achievement in underserved communities such as Kabong, Jos North LGA, Plateau State.

Statement of the Problem

Despite education being a fundamental human right and a critical tool for socioeconomic development, many children in underserved communities like Kabong, Jos North Local Government Area, Plateau State, continue to face significant barriers to academic success. Parental socioeconomic status, particularly income and occupational status, remains a powerful determinant of a child's educational trajectory. According to the National Bureau of Statistics (2022), over 63% of households in Plateau State live below the national poverty line, with higher concentration in informal settlements such as Kabong. In contrast, urban centers like Rayfield and Federal Low-cost in the same state report higher school enrollment rates, stronger parental support systems, and better educational infrastructure. This discrepancy is reflected nationally, where the average primary school completion rate stands at 83% for affluent communities but falls below 57% in underserved areas (UNICEF Nigeria, 2021). The 2022 Multidimensional Poverty Index also presents that 133 million Nigerians are experiencing multidimensional poverty, with education being one of the key indicators, suggesting that children from low-income households suffer significantly from poor academic engagement and achievement (MPI, 2022).

Kabong is characterized by overcrowded housing, environmental pollution, disorganized settlement structures, and lack of basic social amenities like potable water, electricity, and healthcare. These community-level environmental stressors compound the effects of parental economic disadvantage, leading to lower school attendance, poor learning outcomes, and increased dropout rates. However, while several studies have investigated parental income or occupational status in relation to academic outcomes (such as Oluwatayo, 2014; Eze, 2020), there is a critical gap in location-specific studies that examine the combined influence of both parental socioeconomic factors and community-level environmental constraints in urban slums like Kabong. Existing literature often generalizes findings across broader regions without concentrating on underserved communities like Kabong.

General Objectives of the Study

The main aim of the study is to critically examine Influence of Parental and Community Factors on the Educational Achievement of Children in Kabong, Plateau State, Nigeria. Furthermore, the specific objectives of the study are to:

1. examine how parental income influence the educational achievement of children in underserved communities such as Kabong, Jos North Local Government Area, Plateau State
2. ascertain ways in which parental occupational status affect children's academic performance in Kabong, Jos North Local Government Area, Plateau State
3. determine the community-based factors that affect the educational attainment of children in Kabong, an underserved area in Plateau State, Nigeria

Literature Review and Theoretical Framework

Parental Income and Children's Educational Achievement

Parental income, as a critical component of socioeconomic status, plays a significant role in shaping the educational outcomes of children. According to Haveman and Wolfe (1995), income influences a child's educational attainment by determining access to resources such as school fees, learning materials, quality nutrition, and a conducive home environment. In underserved communities like Kabong, where economic hardship is prevalent, parental income determines the extent to which children can access and benefit from educational opportunities. Becker (1993) posits that human capital investment begins at home, where financial capacity of parents enables them to make investments in their children's education and well-being. In a community characterized by poverty, poor infrastructure, and limited governmental intervention, the disparities in income levels become a major barrier to children's academic progress.

Empirical evidence from Nigeria supports the assertion that low parental income negatively impacts educational attainment. For instance, a study by Eze (2020) found that children from low-income families in urban slums exhibited lower literacy and numeracy skills due to limited educational inputs and unstable learning environments. Similarly, Adekoya (2019) established that income inequality was a major predictor of academic disparities in Lagos slums, where children from poor families often dropped out of school to support household income. In Kabong, Plateau State, the situation is not different. The National Bureau of Statistics (2022) reports that over 70% of households in Plateau live below the poverty line, with Jos North LGA ranking among the most deprived due to overcrowding, unemployment, and limited access to basic amenities. These conditions contribute to irregular school attendance, early entry into child labour, and poor academic achievement among children. Moreover, parents with low income are less likely to afford private tutoring or educational materials, and often prioritize survival over education (Younas et al., 2021). While international studies confirm this trend, their contexts are often dissimilar to underserved Nigerian communities. For example, in the U.S., Gee, Asmundson, and Vang (2023) found that children from high-income families maintained better academic performance during COVID-19 lockdowns due to stable internet and technological access, unlike their low-income counterparts. However, such technological infrastructure is largely absent in Kabong. Even in Europe, Bayrakdar and Guveli (2020) observed that low-income families struggled with remote learning due to poor home learning environments. These studies, while insightful, do not fully capture the severity of income-related educational disadvantages in communities lacking basic infrastructure and facing multidimensional poverty.

Critically, many of these studies focus on urban or national aggregates and lack localized data that underlined the peculiarities of underserved areas like Kabong. They often utilize quantitative methods without triangulating with qualitative insights that could reveal contextual factors such as cultural norms, insecurity, and environmental challenges. There is also a lack of research that explores the lived experiences of children and parents in Kabong and similar communities. Furthermore, few studies apply relevant theoretical models like Bronfenbrenner's Ecological Systems Theory, which helps to understand how

micro-level factors like family income interact with macro-level systems to influence educational achievement.

Parental Occupational Status and Children's Educational Achievement

Parental occupational status refers to the kind of job or professional engagement a parent is involved in, which often reflects their socioeconomic standing, level of education, and the extent of their availability to support their children's academic journey (Bradley & Corwyn, 2002). According to Sirin (2005), occupational status not only dictates the financial resources available for educational needs but also the intellectual and social environment within the home. Parents with professional or white-collar occupations often possess greater awareness of academic requirements and educational opportunities for their children, which can positively influence children's academic performance. In contrast, those engaged in low-skilled or informal sector jobs may lack both the time and educational background to adequately support learning (Fan & Chen, 2021).

Studies affirm these assertions. Akinleke (2017) conducted a quantitative study in Ogun State, Nigeria, revealing that students whose parents are professionals performed significantly better in standardized tests than those whose parents were artisans or involved in subsistence trade. The study established a correlation between occupational status and access to quality learning resources, especially home tutoring and participation in extracurricular activities. However, the study lacked depth in terms of qualitative inquiry into the lived realities of children in marginalized communities. Similarly, Uwaifo (2016) found in Edo State that children of civil servants and other formal-sector employees showed better school retention and academic progress than those from homes where parents were unemployed or engaged in casual labor. Nonetheless, the findings did not reflect the unique struggles of urban slum settlements such as Kabong, where occupational insecurity and income instability intersect.

On a broader scale, global empirical studies show comparable outcomes. In Pakistan, Shah, Khan, & Ahmed, (2020) found that occupational prestige and consistency were significantly associated with better school attendance and academic performance among secondary school students. This trend was echoed in a Kenyan study by Njeru and Orodho (2015), where children of salaried employees in urban centers performed significantly better than those of casual workers in informal settlements. The authors noted that parents in secure jobs could afford school fees, transport, and private tutoring. However, these studies were conducted in relatively structured urban environments, lacking the contextual realities of under-resourced, informal settlements like Kabong where occupational choices are often shaped by economic survival rather than skill or education.

Statistical evidence supports the impact of parental occupation on child education in Nigeria. According to the National Bureau of Statistics (NBS, 2022), households where the primary income earners were in the formal sector had a 67% school enrollment rate for children aged 6–15, compared to just 38% in households dependent on informal or daily labor. In Plateau State, informal employment accounted for over 60% of working adults in areas such as Kabong, with many engaged in petty trading, housekeeping, bricklaying, and

unregulated transport services (NBS, 2022). These occupations not only offer low pay but also limit time available for active parenting or supervision of homework. The implication is that children in these communities often lack structured educational support.

Despite these findings, few studies focus on the psychosocial implications of occupational status. For example, while Maduewesi, Ibegbu, & Nwadinobi, (2021) examined the correlation between parental occupation and academic performance in Enugu, they overlooked stress-related spillover from parents in unstable jobs to children's mental well-being. This gap is crucial in informal communities like Kabong, where job insecurity is a major source of familial tension. Furthermore, many studies fail to explore occupational status in relation to gender dynamics; how the occupational roles of fathers and mothers distinctly shape children's academic involvement and identity.

These literatures confirm that occupational status affects children's educational outcomes through access to resources, parental involvement, and home stability. However, there is a noticeable gap in research specifically targeting underserved, unstructured communities like Kabong in Jos North, where informal employment dominates and educational resources are scarce. Most studies adopt quantitative designs, with limited qualitative insights into the lived experiences of children and families. To fill this gap, the present study will explore not just the occupational categories of parents, but also how job type, stability, and work conditions interact with children's academic performance in Kabong.

Community Factors Affecting Children's Educational Achievement

Community-based environmental factors are seen as the physical, social, economic, and institutional conditions within a given locality that shape the educational experiences and outcomes of children. Bronfenbrenner's Ecological Systems Theory (1979) emphasized the microsystem and mesosystem as key layers influencing child development, asserting that schools, neighborhoods, and the broader community play a pivotal role in shaping academic performance. According to McLoyd (1998), community variables such as exposure to violence, poor infrastructure, inadequate school resources, and the absence of social capital diminish children's cognitive development and reduce academic engagement. In impoverished urban settlements like Kabong, these conditions are typically intensified due to systemic neglect, underfunding, and lack of policy focus.

Several studies have identified critical environmental variables that impede educational progress in marginalized communities. Oluwatayo (2014), in a study conducted across several Nigerian slums, found that environmental degradation, overcrowding, and poor sanitation contribute significantly to absenteeism, low concentration levels, and poor academic performance. Similarly, World Bank (2019) data show that children living in urban informal settlements are 30% less likely to complete primary education compared to children in structured urban areas. This is often due to lack of access to adequate school facilities, safe routes to school, and community safety. In support, Adekoya (2019) noted that children in underserved areas such as Agege and Ajegunle in Lagos State were often forced into street trading due to unsafe neighborhoods and lack of adult supervision,

undermining their school attendance and focus. These findings are applicable to Kabong, where environmental conditions like poor road networks, open drainage, and high rates of poverty mirror those in other Nigerian slums.

Globally, similar trends have been observed. In a comparative study across eight developing countries, UNESCO (2020) presented that students in rural and urban slums face higher dropout rates and lower literacy levels due to poor community infrastructure and low parental involvement. In South Africa, Spaull (2018) found that children in townships with poor sanitation and high crime rates performed significantly lower in standardized mathematics tests compared to peers in middle-income suburbs, suggesting a strong correlation between environmental context and academic achievement. However, many of these studies employ cross-sectional data without controlling for community-level variables such as governance, access to community libraries, or the role of religious institutions. These gaps in the literature call for localized, qualitative investigations into how specific community features such as the absence of safe play areas, electricity, or functional schools; affect learning outcomes.

Few studies have focused explicitly on Plateau State or the Kabong community, despite its growing population and challenges related to housing congestion, poor waste disposal, and youth crime. The Multi-Dimensional Poverty Index (MPI, 2022) reveals that Jos North LGA, where Kabong is located, ranks among the most deprived areas in terms of access to health, education, and standard of living, with over 63% of households living below acceptable sanitation and housing standards. These statistics suggest that community-level deficits may be contributing heavily to educational disparities. Yet, empirical evidence capturing how these deficits uniquely affect Kabong children is lacking. Moreover, most Nigerian studies on educational attainment tend to generalize urban or rural differences without isolating variables within underserved urban peripheries, such as Kabong. However, while extant literature has shed light on the broader role of community environment in shaping educational outcomes, critical gaps persist in localized analysis, particularly in underserved communities like Kabong. Most studies either adopt broad national surveys or fail to integrate both physical and social aspects of the environment.

Theoretical Framework

This study adopts Bronfenbrenner's Ecological Systems Theory (1979) and Bandura's Social Learning Theory (1977) to explore how family and community-level factors influence children's academic achievement in underserved areas like Kabong, Jos North LGA. Bronfenbrenner's theory presents child development as shaped by five interrelated systems. The microsystem involves direct environments like family and school, while the mesosystem represents interactions between these environments for example, how parental involvement affects school engagement. The exosystem includes external settings like the neighborhood, which may not involve the child directly but still affect them such as a parent's workplace or access to community resources. The macrosystem encompasses societal values, economic policies, and cultural norms that shape education broadly. Lastly,

the chronosystem captures changes over time, such as the long-term effects of poverty or disruptions from life events. In Kabong, poor infrastructure, insecurity, overcrowded schools, and lack of educational support systems fall under the exosystem and macrosystem, indirectly but powerfully shaping children's learning experiences (Tudge et al., 2009). This theory helps explain how deeply rooted environmental conditions affect academic development in slum communities.

On the other hand, Bandura's Social Learning Theory emphasizes that children learn through observation, imitation, and modeling. Parents and teachers serve as primary role models, and children often mirror their behaviors, attitudes, and priorities. In a low-income setting like Kabong, where many parents are artisans, unemployed, or struggling with daily survival, children may have limited exposure to positive academic behaviors. Economic hardship may also leave parents disengaged or unable to support schoolwork, leading children to internalize low motivation or disinterest in education (Bandura, 1986). While Bandura buttresses the importance of social learning at the individual level, he underemphasizes the structural constraints that Bronfenbrenner addresses. Conversely, Bronfenbrenner's model focuses on systems but gives less attention to individual cognitive processes. By integrating both theories, this study provides a more holistic understanding capturing how external systems and internal behaviors interact to shape educational outcomes in communities like Kabong.

Methodology

The study adopted social survey design as it is considered suitable as it also facilitates the collection of data from large population through questionnaire, interview and observation. It is suitable also in describing social characteristics and assessing the perception of people about a particular subject (Fowler, 2014). Mixed method which combines quantitative data and qualitative data was used for wholistic data collection. Hence, three key instruments were used for data collection namely: Structured Questionnaire, Interview Guide and Observation. A sample size of 378 respondents was determined using Krejcie and Morgan (1970) formula with 0.5 margin of error and a total population of 68,559, (Dung, 2017). The study used a multi-stage sampling approach. First, 24 streets were randomly selected from six chosen Angwas. Next, four households with children were randomly chosen from each street, totaling 96 households. Finally, four respondents were selected from each household, from there 378 is gotten.

A pilot study was conducted with 50 respondents from Tudun Wada Community in Jos North LGA, Plateau state and was analyzed using Cronbach's reliability test which yielded a coefficient of 0.837. Data from questionnaire was analyzed using SPSS version 26 while interview was analyzed using thematic content analysis through developing themes and codes such as: work nature, parental support, economic challenge, and community infrastructure. Presentation of data from questionnaire, interview and observation was done in a triangulating manner – side by side to confirm the veracity of the data.

Research Results

The study distributed 378 copies of questionnaire, however, the study successfully retrieved and validated 352 copies given a total of 93.9% response rate which is considered adequate. The findings from the study are presented below:

Table 1: Level of Income of Parents in Kabong Community, Plateau State

Level of Income		Frequency(n)	Percent (%)
Valid	Less than N20,000	56	15.9
	N21,000 to N40,000	156	44.3
	N41,000 to N60,000	96	27.3
	N61,000 to N80,000	4	1.1
	N81,000 to N100,000	8	2.3
	Above N100,000	32	9.1
	Total	352	100.0

Source: Field Survey 2024

Table 1 shows how parents are spread across different levels of income. From the table, majority of the respondents with 44.3% fall within the income level of 21,000 and 27.3% of the respondents fall within the income level of 41,000 to 60,000. More so, 15.9% and 9.1% of the respondents fall within the level of less than 20,000 and above 100,000 respectively while 2.3% and 1.1% fall within the level of 81,000 to 100,000 and 61,000 to 80,000 respectively. The income level of majority of the respondents in Kabong is 41,000 to 60,000. The income of majority of the parents in Kabong is low. This income in no small amount, determines the means of living of the parents and how they cater for the needs of their children.

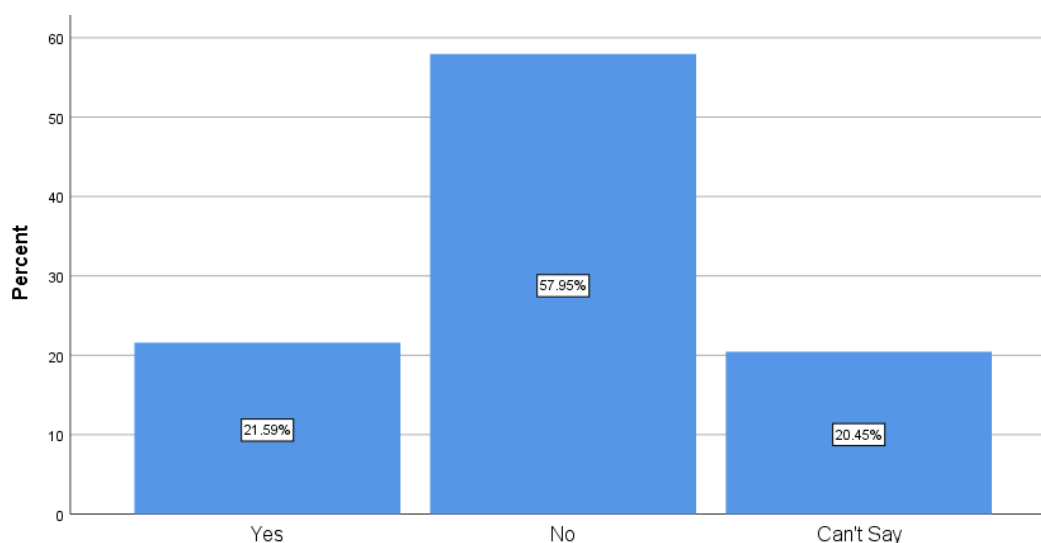


Figure 1: Level of Income and Quality of School for children

Figure 1 shows data on parental income and its influence on access to education for children. The figure shows that 21.59% of the respondents confirmed that their income has been able to secure a good school for their children while 57.95% disagreed to the assertion and 20.45% of the respondents could not say. This connotes income level has not been able to secure a good school for children in Kabong. Low income level of parents denies children from getting good school to study. From observation and also interview with a participant has this revealed that families within Kabong are generally middle and low income families, as such, it affects the early enrollment of children to school due to the fact that families prioritize feeding and shelter, and education therefore has turned to secondary need.

Table 2: Level of Parental Income and Position of Children in Class

Position of Children	Parental Income												
	<20k		21k – 40k		41k – 60k		61k-80k		81k-100k		>100k		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
1-5	20	35.7	12	7.7	0	0	0	0	0	0	0	0	32
6-10	0	0	28	18.0	24	43.0	0	0	0	0	0	0	52
11-15	8	14.3	88	56.4	60	62.5	4	100	8	100	4	12.5	172
16-20	12	21.4	24	15.4	12	12.5	0	0	0	0	28	87.5	76
21 & Above	16	28.6	4	2.5	0	0	0	0	0	0	0	0	20
Total	56	100	156	100	96	100	4	100	8	100	32	100.0	352

Source: Field Survey, 2024 (SPSS Output)

Table 2 shows that family income affects how well children do in school, but it's not the only thing that matters. Out of 352 parents surveyed, 20 children whose parents earn less than ₦20,000 per month still managed to rank among the top 1–5 students. This shows that even with little, some families find ways to support their children's education. However, more children in the 6–10 performance range come from homes where parents earn between ₦21,000 and ₦40,000, suggesting that a slightly better income can make a real difference in meeting basic school needs. The largest group (88 children ranked between 11–15) mostly had parents earning ₦21,000 to ₦60,000, showing how financial stability helps, but doesn't always guarantee top performance. Surprisingly, even among high earners (above ₦100,000), some children still ranked lower (16–20), proving that money alone doesn't lead to academic success.

Interviews and observation revealed that many parents, especially those with low income, struggle to provide for their children's school needs. Some can barely afford textbooks, uniforms, or transport fare, and school fees are often paid late or not at all. For many of these parents, education is just as important as food and shelter, but they're forced to choose between them. This indicates that while income is important, a child's success also depends on how much support and attention parents can give regardless of how much they earn.

Table 3: Work Nature/Interference and Position of Children in Class

Position of Children	Interference of Work						
	Yes		No		Can't Say		Total
	N	%	N	%	N	%	
1-5	24	14.3	8	5.4	0	0	32
6-10	20	11.9	32	21.6	0	0	52
11-15	84	50	60	40.5	28	77.8	172
16-20	40	23.8	32	21.6	4	11.1	76
21 & Above	0	0	16	10.8	4	11.1	20
Total	168	100.0	148	100.0	36	100.0	352

Source: Field Survey, 2024 (SPSS Output)

In Table 3, a significant proportion of students ranked 11-15 (84 out of 172) are from families where parents reported that their work prevents them from giving adequate attention to their educational requirements, giving a crucial link between parental engagement and academic performance. Conversely, the children in the 1-5 ranking largely come from families where parents can attend to their needs, as indicated by 24 out of 32 in that category stating their work does not interfere. Observation and Interview carried out revealed that a lot of parents in Kabong are menial workers such as bricklaying, unregulated transport, housekeeping, and traders and as such, they go out early in the morning and return late at night, while children are left on their own in the house. In some cases, due to the low income nature of families, parents often allow children to engage in labour to contribute to family income. Some are allowed to go to mining sites for same purpose. This implies that the nature of parents' employment and their inability to be fully committed to their children's education affects academic outcomes negatively.

Table 4: Attending PTA/Open Day in School and Position of Children in Class

Position of Children	Attending PTA/Open Day in School										
	Always		Severally		Only When chanced		Rarely		Never		Total
	N	%	N	%	N	%	N	%	N	%	
1-5	12	27.3	12	16.7	8	4.9	0	0	0	0	32
6-10	8	18.2	20	27.8	24	14.6	0	0	0	0	52
11-15	24	54.5	28	38.9	104	63.4	12	30	4	10	172
16-20	0	0	12	16.7	20	12.2	16	40	28	90	76
21 & Above	0	0	0	0	8	4.9	12	30	0	0	20
Total	44	100.0	72	100.0	164	100.0	40	100.0	40	100.0	352

Source: Field Survey, 2024 (SPSS Output)

Table 4 shows a clear link between how often parents attend school events, like PTA meetings, and their children's academic performance. Among the top-performing students (ranked 1-5), 12 had parents who regularly attended these meetings, showing that frequent

parental involvement supports better results. On the other hand, in the lower ranks (11–15), 104 out of 172 parents only attend when they have the time, which may explain the children’s lower performance. Interviews and observations confirmed that many parents struggle to attend to their children’s school needs due to the nature of their jobs. They rarely come for PTA meetings, open days, or meet all school requirements. Some prefer using WhatsApp for communication instead of being physically present. Many children are also sent home for unpaid fees. This shows that poor parental involvement in school activities negatively affects children’s academic achievement.

Table 5: Availability of Reading Space and Class Position of a Child

Position of Children	Availability of Reading Space						
	Yes		No		Can't Say		Total
	N	%	N	%	N	%	
1-5	20	16.1	12	6.1	0	0	32
6-10	12	9.7	36	18.4	4	3.0	52
11-15	72	58.1	84	42.9	16	50	172
16-20	20	16.1	44	22.4	12	37.5	76
21 & Above	0	0	20	10.2	0	0	20
Total	124	100.0	196	100.0	32	100.0	352

Source: Field Survey, 2024 (SPSS Output)

In table 5, there is a connection between the availability of a quiet reading space at home and children's academic performance. Among students ranked 1-5, 20 out of 32 parents indicated that they have a designated quiet reading space for their children, showing that an environment can contribute positively to their academic success. In contrast, the 11-15 ranking shows a higher proportion of parents (over 84) without a quiet reading space, which correlates with lower academic performance. As revealed from the interview and observation carried out, the community is overcrowded, there is poor ventilation system and sanitary condition of the community remains poor which affect not only the focus of the children but the health of the children. Children often fall sick and miss out of school as a result. Indicatively, lack of quiet space for reading and the presence of these identified home and community factors negatively affect the education of children.

Table 6: Pollution/Noise and Position of Children in Class

Position of Children	Pollution/Noise						Total
	Yes		No		Can't Say		
	N	%	N	%	N	%	
1-5	4	10	28	10.1	0	0	32
6-10	8	20	36	13.0	8	22.2	52
11-15	16	40	140	50.7	16	44.5	172
16-20	12	30	52	18.9	12	33.3	76
21 & Above	0	0	20	7.3	0	0	20
Total	40	100.0	276	100.0	36	100.0	352

Source: Field Survey, 2024 (SPSS Output)

From Table 6, there is a relationship between community factors such as pollution and noise, and the academic performance of children in the Kabong community. Among those students ranked 1-5, only 4 out of 32 parents reported that community is conducive for their children, indicating a potential disadvantage in academic performance. In stark contrast, the 11-15 ranking category shows a significant proportion (140) of children affirm the presence of pollution and noise. Interview and observation conducted revealed that there is presence of a lot of bike activities in some areas, grinding engine, and other human activities that affects the serenity of the community. This implies that the nature of the community in the form of noise and pollution hinder academic achievement.

Table 7: Presence of Role Models in the Community and Position of Children in Class

Position of Children	Presence of Role Models in the Community						
	Yes		No		Can't Say		Total
	N		N	%	N	%	
1-5	0	0	28	15.6	4	5.3	32
6-10	24	25	24	13.3	4	5.3	52
11-15	60	62.5	76	42.2	36	47.4	172
16-20	12	12.5	44	24.5	20	26.3	76
21 & Above	0	0	8	4.4	12	15.7	20
Total	96	100.0	180	100.0	76	100.0	352

Source: Field Survey, 2024 (SPSS Output)

In Table 7, there is a connection between the presence of role models in the neighborhood and children's academic performance in the Kabong community. Among students ranked 1-5, no parents indicated the existence of motivating role models, with 28 out of 32 reporting no such influence. Conversely, for students ranked 11-15, 60 parents acknowledged the presence of role models, suggesting that inspiration from community figures may positively impact motivation and academic achievement. This pattern shows the potential significance of having accessible role models, as their influence can encourage students to strive for higher academic standings. Interview and observation carried out and

observation revealed that there are presence of a lot of betting shops, beer palours, game shops, reoccurrence of theft, fights, and so on which set bad example to the children and affect their mindsets. The community does not have good models and things for children to emulate. By implication, community factors such as landscape of the community, absence of role models, betting and alcoholic centres, constant fights, theft and poor sanitation affects the educational achievement of children negatively.

Discussion of Findings

In analysing the influence of Parental and Community Factors on Educational Achievement of Children in Kabong, Plateau State, Nigeria, questions were crafted in line with the three pivotal objectives of the study. From the data collected and analyzed, the study discovered the following:

- a. In examining how parental income influence the educational achievement of children in underserved communities such as Kabong, Jos North Local Government Area, Plateau State, the analysis indicates from Figure 1, Tables 1 and 2 that there is a relationship between parental income and children's academic achievement in Kabong. It showed that parental income has influence children's educational achievement in Kabong. Children in Kabong have low academic achievement which is due to the low income level of parents. This has contributed to late enrollment in school, lack of payment of school fees in time, lack of access to quality schools, limited access to educational resources, lack of stability of parents, and lack of commitment of parents in academic pursuit of children. Due to the low income of parents, children are allowed to contribute to family income by engaging in labour for money, others in mining and so on thereby dropping out of school. This aligns with Akinleke (2017), who emphasized that poverty can hinder learning through inadequate nutrition, school absenteeism, and a lack of learning materials. Eze (2020) similarly asserted that financially stable homes provide better learning conditions and parental guidance. Bronfenbrenner's Ecological Systems Theory explains this by situating the family within the microsystem that directly shapes a child's academic experience. When a household lacks financial resources, it creates stressors that affect the child's educational journey. Bandura's Social Learning Theory also applies here: children learn by observing and imitating parental behavior. Parents with limited income may display coping mechanisms like resignation or disengagement from school matters, which children internalize and reflect in their academic behavior.
- b. In ascertaining ways in which parental occupational status affect children's academic performance in Kabong, Jos North Local Government Area, Plateau State, the study discovered in table 3, 4 and 5 that parental occupation play a vital role in children's academic success. The nature of occupation of parents affects the academic achievement of children. Parents in Kabong are middle and low income earners who are engaged in mostly menial jobs such as bricklaying, petty trading,

unregulated transportation, housekeeping and so on. These category of parents go out early in the morning and come back late at night tired and hardly having the time to checkmate their children's academic trail. More parents do not attend PTA meetings of their children, open days and other school activities due to the nature of their work. It is noted that, children have higher achievement in cases where parents can attend to their needs and pay close attention to their school work. Accordingly, Bayrakdar and Guveli (2020), occupational stability enhances a family's capacity to invest in education and creates a structured learning environment. Oluwatayo (2014) also reported that formal employment provides financial stability, which correlates with better academic outcomes. Bronfenbrenner's theory reinforces this by indicating that a parent's job status shapes the child's microsystem and impacts daily interactions and exposure. Bandura's Social Learning Theory is reflected in the way children observe their parents' commitment to work, responsibility, and engagement with formal systems, which they tend to replicate in their schoolwork.

- c. In determining the community-based factors that affect the educational attainment of children in Kabong, an underserved area in Plateau State, Nigeria, the study discovered in Tables 5, 6 and 7 that community environment in Kabong was found to significantly influence children's schooling. Environmental and community-level challenges available in Kabong Community such as overcrowded classrooms, poor sanitation, noise pollution, lack of electricity, poor infrastructure, inaccessible healthcare, rampant betting shops, liquor stores, persistence of rancor, fights and theft affect the children in many ways. It was discovered that children in Kabong do not have quiet and serene environment to read. It was discovered that Kabong community is overcrowded, there is poor ventilation system and sanitary condition of the community remains poor which affect not only the focus of the children but the health of the children. Children are often reported sick and hence, miss out of school for a period of time. Also, Kabong community is noisy which affects the concentration of children. The presence of consistent bike activities, honking of vehicles, grinding engines, and a lot of human activities stop children from having a serene environment for reading. Furthermore, the community lacks presence of positive role models that children can look up to for guide. This is supported by Maduwesi, Ibegbu, and Nwadinobi (2021) who indicated that poor community infrastructure contributes to absenteeism and lack of motivation among rural learners. Eze (2020) also found that educational performance is closely linked to the quality of the learning environment and the availability of supportive community resources. In Bronfenbrenner's theory, the exosystem (community and institutional structures) and macrosystem (cultural values and policies) shape educational outcomes indirectly by influencing the conditions in which children grow. Bandura's theory applies as well: when children are surrounded by communities that undervalue formal education or offer limited positive role

models, they may adopt attitudes of indifference or low academic aspirations. In Kabong, lack of role models can reduce the motivation and focus of children to be better in the future. Sparse

Conclusion

From the findings, it can be concluded that low parental income in Kabong hampers children's academic achievement and journey in life. Many children face delayed school enrollment, irregular attendance, and frequent dropouts due to financial constraints. Parents are unable to pay school fees on time, provide learning materials, or enroll their children in quality schools. Because of this, children are often forced to work by engaging in street labour, mining, or petty trading in order to support household income. These economic pressures also limit parents' stability and commitment to their children's academic lives. As a result, children in Kabong struggle to achieve academically, not because they lack ability, but because their home environments are financially strained. In addition, the nature of parents' occupation contributes heavily to the educational challenges of children in Kabong. Most parents are engaged in menial, time-consuming jobs that offer little income and leave them too exhausted to monitor or support their children's academics. Their absence from PTA meetings and school activities further reduces their involvement. Furthermore, the Kabong community environment itself negatively impacts schooling. With overcrowded housing, poor sanitation, constant noise, insecurity, and lack of basic amenities like electricity, children have no quiet or healthy space to study. Frequent illnesses, distractions, and absence of role models also demotivate children. Altogether, the home and community context create an environment where academic excellence is difficult to attain.

Recommendations

The following recommendations are forwarded to mitigate the problems of parental and community factors affecting educational achievement of children in Kabong:

1. To mitigate the effect of parental income on educational achievement of children, the government (Federal, State and Local Government) should provide conditional educational support such as school feeding, scholarships, and uniforms to children from low-income families and underserved communities such as Kabong. Community leaders in Kabong should partner with government agencies to upgrade infrastructure in order to improve classroom sizes, sanitation, and access to electricity. There should be effort to establish a community-driven initiative involving teachers, elders, and youth to monitor and report challenges affecting school environments.
2. Parents should as a matter of urgency be supported and sensitized to prioritize their children's education despite financial hardship. Community-based adult education programs can be introduced to help parents understand the importance of supervising their children's schoolwork and attending school events. For example,

a local church or community hall can host monthly meetings where parents can meet to learn low-cost ways to support their children academically, such as setting fixed times for homework or storytelling to promote reading culture.

3. NGOs and faith-based groups should create safe, quiet after-school study centers equipped with solar power, learning materials, and mentorship programs. For example, any town hall or community centre can be converted into a weekday learning space that will invite volunteers such as retired teachers, university students, graduates, to offer tutoring and mentorship as community project.

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