SOCIO-ECONOMIC STATUS OF PARENTS ON A CHILD'S PSYCHOLOGICAL DEVELOPMENT IN ILORIN WEST LOCAL GOVERNMENT AREA IN KWARA STATE

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Abstract

Parents' socio-economic status (SES) is one of the major predictor of children's early development and knowledge performance. This article projected the socio-economic status of parents and child's psychological development in Ilorin West Local Government Area in Kwara State, Nigeria. It discovers that there are several ways of measuring SES, but must include some quantification of family income, parental education, and occupational status. This study therefore intends to find out various ways through which the socio-economic status of parents can affect the child's being as a whole since socio-economic Status is associated with a wide array of health, cognitive, and socio-emotional outcomes in children. This paper employed a secondary data from existing literature on socio-economic status and child's psychological development. The findings revealed that children from low socio-economic backgrounds were found to experience anxiety, depression and behavioural problems compared to their counterparts from high socioeconomic backgrounds. It was concluded that children from lower SES background confront many obstacles that can impair their development while those from higher SES background enjoy advantages to resources and opportunities. It was recommended that the parents from SES should build a positive relationship, provide emotional support and celebrate the achievements of their children amongst others.

Keywords: Socio-economic status, achievement, child well-being, development

Introduction

The relationship between socio-economic status (SES) and psychological well-being is a key component in the complex tapestry of human development. A child's upbringing is shaped in part by the socio-economic status of their parents, which is a complex interplay of elements including income, education, and occupation that influence the child's social, emotional, and cognitive development. Researchers, educators and the society have been enormously concerned about this issue thus gets a great deal of attention. Thorough research is

necessary to comprehend the mechanisms by which a child's socio-economic environment shapes their psychological development. A child's family's socioeconomic situation creates a strong background against which their social skills, emotional fortitude, and cognitive talents develop from early infancy through adolescence.

This article aims to clarify the complex barrier between children's psychological development and their socio-economic position. It will help to advance knowledge of the socio-economic factors that influence psychological health and open the door to well-informed approaches to raising resilient and successful children. In Ilorin West, for instance, is known for its tremendous poverty, with a large portion of its people living below the poverty line. The idea that children from
high SES households have access to a wider range of services, facilities, goods, and social networks that could be extremely beneficial to their children but are out of reach for children from low SES families is gaining traction, Children from low-SES homes might not have access to the resources and experiences indicated above, which are prevalent in high-SES families. These kids could be at risk for developmental issues because of their current situation (Adedoyin,2018).

These children can have developmental issues in the three study-related domains. Despite evidence that children's experiences vary widely within SES levels, that the relationship between SES and children's well-being varies depending on geography, culture, and the recentness of immigration, and that internal conflict and disasters can disrupt the relationship between SES and children's well-being, the interest in SES as a global construct continues (Bello & Akpabio, 2017).

Statement of Problem

There have been conflicting views amongst proponents of SES as representing class (or economic position) and proponents of SES as representing social status (or prestige). There are some arguments that SES of parents has the ability to influence a child's psychological development which is the interest of this study. Some previous studies have been done on related works for example, Onyekwere et al (2020) worked on research titled, Family socio-economic status and emotional intelligence as predictors of academic achievement among primary schools' pupils in mathematics.

Another study, titled Mechanisms Linking Socioeconomic Status and Academic Achievement in Early Childhood: Cognitive Stimulation and Language by Lurie et al (2021) also delved into linkage between socio-economic status and academic achievement.

However, this research is focus on how SES of parents can influence a child's psychological development which is the gap this study intended to bridge.

Literature Review

Definition of Socio-Economic Status (SES) It is commonly known that a parent's socioeconomic status (SES) plays a significant role in determining a

number of aspects of a child's development, including their psychological health. Nevertheless, there is a paucity of thorough studies analyzing the precise ways in which parents' SES affects their children's psychological development in the Nigerian environment.

By examining the complex relationship between parents' socioeconomic situation and their children's psychological development in Nigeria, this study aims to close this gap. It specifically seeks to investigate the effects on children's emotional, cognitive, and social development of variables such parental income, education, occupation, and resource availability. Numerous Socio-economic statuses is defined by Ogunwale & Adebayo (2018) as an individual's or a group's social position or class within a society, which is influenced by a variety of characteristics such money, education, occupation, and social prestige. It sheds light on how different people or groups fit into the social hierarchy and affects their access to opportunities, resources, and privileges. Understanding and assessing socioeconomic inequalities and disparities in areas like health outcomes, educational achievement, career prospects, and quality of life is frequently accomplished through the use of SES as a tool. Researchers, decision-makers, and social scientists use it as a lens to study how opportunities and resources are distributed throughout a society and evaluate how socioeconomic issues affect people's lives.

Components of Socio-Economic Status (SES)

According to Owoeye and Adeyemo (2019), socio-economic status (SES) is a measure of an individual or family's economic and social position in relation to others in society. It is typically composed of five main components:

Income: Income is one of the primary components of SES and is the amount of money earned by an individual, household, or family over a specified period of time, usually a year. SES is determined by an individual's purchasing power, standard of living, and access to essential goods and services.

*Education***:** It is another important factor in determining SES because it influences an individual's knowledge, skills, and earning potential. Educational attainment, measured by factors such as years of schooling, degrees obtained, and academic achievement, strongly correlates with socio-economic status. Higher levels of education are associated with better job opportunities, higher incomes, and improved social mobility, contributing to overall socio-economic advancement.

*Occupation***:** A person's occupation provides information on the type of work they do as well as the position, income, and status that go along with it. One's socioeconomic status is influenced by their type of employment, which includes factors like earning potential, opportunities for professional advancement, and job stability. A common practice is to organize occupations based on socioeconomic status; examples include professional, managerial, secretarial, skilled trades, and service roles.

Access to Resources and Opportunities: The Socioeconomic Status (SES) encompasses the availability of resources and opportunities that enhance an individual's general well-being and standard of living. This covers social networks, cultural institutions, educational institutions, healthcare, wholesome food, safe housing, and transportation. Disparities in socioeconomic status-based access to these resources might impede disadvantaged groups' ability to move up the social ladder and prolong existing disparities.

Influence of Parenting on SES Parenting Styles

The process of parenting is intricate and multidimensional, impacted by a number of variables, including socioeconomic status (SES). SES includes social, educational, and economic factors that influence how parents raise their children and influence their attitudes, actions, and practices (Aremu & Alimi, 2018). The socio-economic standing of an individual or family in society is referred to as their socio-economic status, and it is influenced by a variety of factors including social standing, income, education, and occupation. Parenting SES includes all of the tools, chances, and limitations that parents have when carrying out their parental responsibilities and is a reflection of the socioeconomic environment in which children are raised.

*Authoritative Parenting***:** It implies that authoritative parenting methods, which are defined by warmth, responsiveness, and high expectations for kids' behavior, are more common among parents with higher SES. These parents create a caring and supportive environment that is beneficial to their children's academic success and socio-emotional development by being strict in enforcing rules and boundaries.

Permissive Parenting: High SES parents may be more likely to practice permissive parenting, which is defined by high warmth and low control. These parents also tend to have more resources and discretion when it comes to raising their children. These parents might place a higher value on independence and autonomy, giving their kids more latitude to express themselves and make their own decisions.

Neglectful Parenting: Parents who experience severe socioeconomic disadvantages, such as homelessness, poverty, or unstable housing, are more likely to engage in neglectful parenting, which is typified by a lack of warmth and control. Stress and financial difficulties can make it difficult for parents to consistently care for and support their children.

Influence of Parenting SES on Parenting Practices

Gbadebo & Oduwaiye (2019) assert that parent's socio-economic status has great influence parenting practices in the society, they gave the following as some of the influences, they include:

Parental Involvement: Higher SES parents often have greater access to resources such as educational opportunities, extracurricular activities, and supportive networks, enabling them to be more actively involved in their children's lives. They may

engage in enrichment activities, attend parent-teacher conferences, and advocate for their children's educational and developmental needs.

Parental Monitoring and Supervision: Parenting SES can influence the level of parental monitoring and supervision, with higher SES parents more likely to closely monitor their children's activities, friendships, and whereabouts. They may have the resources to implement strategies such as parental controls on technology devices, surveillance cameras, or hiring caregivers to ensure their children's safety and well-being.

Discipline and Behaviour Management: SES-related stressors and challenges may impact parenting practices related to discipline and behavior management. Parents facing economic hardships may resort to harsh disciplinary methods or punitive measures due to heightened stress, frustration, or limited coping resources, whereas higher SES parents may employ more positive and constructive discipline strategies.

Conclusion

Child development and socio-economic position have a complicated and multidimensional interaction that affects the social, emotional, and cognitive domains. Children from lower SES households confront many obstacles that can impair their developmental outcomes, whereas those from higher SES backgrounds frequently enjoy advantages in terms of access to resources and opportunities. In order to overcome socioeconomic gaps in child development, a comprehensive strategy that promotes equitable access to social support services, healthcare, and education must be implemented. All children's well-being, regardless of their financial situation, should be given priority in order to move society closer to a more equitable and inclusive future.

Families' socio-economic standing has a significant impact on children's growth paths, influencing their physical, cognitive, and socio-emotional health. A multimodal strategy that targets systemic impediments and offers targeted support to vulnerable people is needed to overcome socioeconomic inequality. Societies can create conditions that encourage the potential of all children, regardless of their socioeconomic background, by funding early intervention programs, encouraging fair access to resources, and bolstering support networks. We cannot guarantee that every child has the chance to flourish and realize their full potential unless we work together to overcome socioeconomic disparities.

Recommendations

Parents from low-SES backgrounds can be vital contributors to their children's psychological development and can help steer them in the direction of success and resilience by putting these methods into practice and making the most of available resources. Low socioeconomic status (SES) parents have particular difficulties in fostering their children's psychological growth, but the following ways can be recommended for a favourable upbringing of children from low SES background:

1. *Build Positive Relationships*: Parents from low SES should develop a loving, caring

relationship with your kids. Strong parent-child ties can protect against the detrimental consequences of poor socioeconomic status on psychological development, according to research.

2. *Provide Emotional Support*: Establish a loving atmosphere in their home so that kids can express their feelings without fear. To assist kids in becoming emotionally resilient, promote empathy, open communication, and attentive listening.
3. *Set Realistic Expectations*: Refrain from placing excessive pressure on kids to succeed in extracurricular activities or academics. Rather, concentrate on encouraging a growth mentality and acknowledging their accomplishments.
4. *Promote Education*: Stress the value of education and continuous learning throughout life. Encourage inquiry, reading, and investigation even in the absence of many official educational options.
5. *Teach Coping Skills*: Give them healthy coping mechanisms so they can handle stress and adversity. Promote the development of problem-solving abilities, emotion control strategies, and constructive self-talk to increase resilience in the face of difficulties.
6. *Celebrate Achievements*: No matter how tiny, acknowledge and praise your kids' achievements. Acknowledging their accomplishments and assets makes them feel more competent and valuable, and it also raises their self-esteem.
7. *Stay Involved in Education*: Continue to be involved in your kids' education by speaking with their teachers, going to parent-teacher conferences, and standing up for their academic requirements. Take use of the community's educational resources and support services.

Funding

(TETFund/DESS/COE/ILORIN/ARJ/) "TETFund Projects 2024"

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