

**PARENTS SOCIO-ECONOMIC BACKGROUND AS A PREDICTOR OF THE  
CHOICE OF SCHOOL FOR THEIR CHILDREN**

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**SEPTEMBER, 2023**

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**A RESEARCH PROJECT WRITTEN IN THE INSTITUTE OF EDUCATION  
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## CERTIFICATION

We, the undersigned, certify that this study was carried out by ORIOBOISA GODSBEST with the matriculation number EDU1803734, of the Institute of Education, University of Benin City in Edo State, Nigeria, in partial fulfillment of the requirements for the award of B. Ed Degree in Early Childhood Education.

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## **DEDICATION**

This project is dedicated to the Almighty God, the source of knowledge who has been my strength and who made this possible for me to complete this project work successfully despite all odds. To my ever-caring and supportive parents PST. PRAISE & PST. Mrs. GLORY ORIOBOISA

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## ABSTRACT

*Education is a fundamental aspect of a child's development, and parents play a crucial role in determining the educational path their children follow. The socioeconomic status of parents, encompassing factors such as income, educational level, and occupation, often influences their decisions regarding the type of school their children attend. This study delves into the various dimensions of parental socioeconomic background and its impact on school choice. It investigates how income disparities, access to educational resources, and social networks influence parents' decisions, ultimately shaping the educational opportunities available to their children. Additionally, the study examines the implications of these choices on children's academic achievement and future prospects.*

*Furthermore, this study analyzes policy implications and recommendations for addressing disparities in school choice stemming from parental socioeconomic backgrounds. It underscores the importance of equity in education and suggests strategies to promote equal access to quality education for all children, regardless of their parents' socioeconomic status. Through a comprehensive review of literature, empirical analysis, and case studies, this study contributes to a deeper understanding of the multifaceted relationship between parental socioeconomic background and school choice. Ultimately, it seeks to inform policymakers, educators, and parents on the significance of addressing socioeconomic disparities in education to foster a more equitable educational system for all children.*

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background of the Study**

Education is a powerful tool in actualizing the dreams of young preschoolers and as such children should not be deprived of quality education; school has a very important role in every child's development. The children of today are the future of tomorrow!

Education is a purposeful activity directed at achieving certain aims, such as transmitting knowledge or fostering skills and character traits. These aims may include the development of understanding, rationality, kindness, and honesty. Various researchers emphasize the role of critical thinking in order to distinguish education from indoctrination. Some theorists require that education results in an improvement of the pupils while others prefer a value-neutral definition of the term. In a slightly different sense, education may also refer, not to the process, but to the product of this process; the mental states and dispositions possessed by educated people. Education originated as the transmission of cultural heritage from one generation to the next.

Education is a fundamental pillar of individual and societal development, playing a pivotal role in shaping the future of children. It is widely recognized that early education, particularly preschool education, lays the foundation for a child's future academic and social success. Preschool education represents the first formal educational

experience for many children. It serves as a crucial stage in a child's development, providing them with essential cognitive, social, and emotional skills. High-quality preschool programs have been shown to enhance school readiness, increase academic achievement, and improve long-term outcomes. As such, parents often face significant choices when selecting a preschool for their children. A school is an educational institution designed to provide learning spaces and learning environments for the teaching of students under the direction of teachers. In these systems, students progress through a series of schools. The names for the schools vary by country but generally include primary school for young children and secondary school for teenagers who have completed primary education. An institution where higher education is taught is commonly called a University. Non-government schools, also known as private schools, may be required when the government does not supply adequate or specific educational needs.

School is the basic foundation of knowledge being imparted to a child. It gives a chance to children to acquire knowledge on various fields of education, such as people, literature, history, mathematics, politics and other numerous subjects. By obtaining knowledge, a person is in a better position to help other people. For example, you can calculate your taxes easily and speedily if you learn mathematics. Also, with better information, you can attract attention at a gathering by taking active part in the discussion. Gone are those days when school meant just learning the events given in a history chapter or solving tough mathematical problems or reciting poems and sonnet! Nowadays, school

has become the first stepping stone in the life of a child, wherein he/she learns a lot more than just rote learning. Developing hobbies, refining them, learning basic etiquettes, getting skilled at multi-tasking, developing social skills are some of the many things that a school equips a child with. School promotes interest and empowers children with opportunities to become successful individuals. The expansion of the new education system is similar to the development of our society. It is well established that the method of learning is essential in defining one's personality and in coping with life circumstances. The transition from book literacy to the experience of existence has created a wave of shifts in schools. School is the first opportunity for an infant to become socialized. By then, the only individuals with whom the infant has interpersonal contact are the parents and extended family members. A pupil knows how to move through the conventional direction of rote learning in the modern education children scenario. They are encouraged to grow their minds, and interest is supported through the modular curriculum. The infant is liberated and lets his/her creativity run its course from the mental block clutches. *“For me education means making creators” –Jean Piaget (1919).*

The choice of school for a child is a multifaceted decision influenced by various factors. These factors may include the school's location, academic reputation, teaching methods, extracurricular activities, and more. However, one pivotal factor that often underlies these considerations is the socioeconomic status of the child's parents.

Socioeconomic status (SES) encompasses an individual or family's economic and social standing within society. It is often measured by indicators such as income, education level, occupation, and access to resources. SES plays a crucial role in shaping a child's educational opportunities and outcomes. Parents with higher SES tend to have more resources, which can enable them to access high-quality educational opportunities for their children, including private schools or schools in more affluent neighborhoods.

The link between socioeconomic status and school choice is that parents' socioeconomic background significantly influences their choice of school for their children. Families with higher SES tend to have greater access to educational options, including private schools, tutoring, and enrichment programs. In contrast, families with lower SES may face financial constraints that limit their choices, potentially leading them to select schools with fewer resources.

Understanding how parental socioeconomic background affects school choice is vital for policymakers, educators, and researchers. It sheds light on educational inequality and can inform efforts to promote equity in education. By examining the intricate relationship between socioeconomic status and school choice, this study aims to contribute valuable insights that can ultimately improve educational outcomes for all children, regardless of their family's economic circumstances.

The complexity of choice is further affirmed by the work carried out by Ball (2006) on school choice who argued:

Parental choice of school is not susceptible to one definite analysis. Different kinds of analyses highlight different aspects and patterns of choice. There are recurring themes and patterns, like the multifaceted relationships between social class and choice. (Ball, 2006)

There are several factors that can influence parents' choice of school for their children. These factors can vary depending on individual preferences, cultural considerations, and the specific needs of the child. Here are some common factors that parents may consider:

Academic reputation, location and proximity, curriculum and educational approach, extracurricular activities, class size and teacher-student ratio, special education and support services, safety and discipline, cultural and religious considerations, parental involvement, cost and affordability, recommendations and word of mouth.

According to Evans and Cleghorn (2014), school choice was influenced by the reputation and medium of instruction. In their study, a significant percentage of parents cite the reputation of parents cite the reputation of the school as a key choice factor. Reputation received a score of 95.3% as an influential factor when it comes to school choice coupled with firm discipline. The parents alluded to the fact that the school's high standard also contributes to the school's positive reputation.

It's important to note that these factors can vary from family to family, and different parents may prioritize different aspects based on their values, goals, and the unique needs of their children.

Lastly the socio-economic background of parents significantly influences a child's choice of school. Factors such as financial resources, parental level of education, occupation and social standing can shape the range of options available to a child and affect their educational opportunities.

### **Statement of the Problem**

The socio-economic background of parents is indeed a significant factor that can influence a parent's choice of school enrollment because it plays a crucial role in shaping a child's educational opportunities and choices. Parents' socio-economic status encompasses factors such as income, occupation, and education level. These factors can directly or indirectly impact the options available to children when selecting a school by their parents.

Firstly, parents with higher socio-economic status often have greater financial resources, which can enable them to choose prestigious private schools or schools located in affluent neighborhoods. Such schools often offer a wide range of educational programs, extracurricular activities, and resources that can enhance a child's learning experience.

Secondly, parents' educational levels and occupations can also influence a parent's choice of school. Parents who have attained higher levels of education may prioritize academic excellence and seek schools that have reputation for providing quality education. They may value schools that offer advanced placements programs, specialized curricula, or a strong focus on college preparation.

Additionally, parents' social standing and networks can impact a child's school selection. Families belonging to certain social circles or communities may have preferences for specific schools based on reputation, cultural affiliation, or perceived social benefits. Parents may consider schools that align with their values, religious beliefs, or traditions.

The study aims to investigate the relationship between parents' socio-economic background and its influence on the selection of schools for their children.

### **Research Questions**

1. To what extent does the income of parents impact on the choice of school for their children?
2. To what extent does the educational level of parents influence school selection for their children?
3. To what extent does the parental occupation influence the choice of school for their children?

By addressing these research questions, the study aims to enhance our understanding of how parents' socioeconomic background serves as a predictor of the choice of school for their children, shedding light on the implications for educational opportunities and equity.

### **Purpose of the Study**

The purpose of this study was to examine the relationship between parents' socioeconomic background and its predictive role in the selection of schools for their children. Specifically, the study sought to:

1. Investigate the extent to which parents' income impacts the choice of school for their children.
2. Explore the extent to which the educational level of parents influences school selection for their children.
3. Examine the extent to which parental occupation influences the choice of school for their children.

### **Significance of Study**

The study will be beneficial to parents, school management, children and other stakeholders in education as it seeks to shed light on the complex dynamics of educational inequality and its perpetuation across generations.

The findings of this research can inform education policies and interventions aimed at reducing educational inequality. For example, if the study reveals that parents

from lower socioeconomic backgrounds have limited access to high-quality schools, policymakers can design strategies to improve the availability and affordability of such schools for disadvantaged families.

By investigating how parents' socioeconomic background influences their choice of school for their children, researchers can gain insights into the mechanisms that contribute to educational inequality.

The study can provide insights into the patterns of school segregation based on socioeconomic factors. It can reveal whether parents' socioeconomic background influences the concentration of students from similar backgrounds in certain schools, potentially leading to greater disparities in educational resources and opportunities.

Understanding how parents' socioeconomic background influences their choice of school can provide valuable insights into the decision making processes involved.

Investigating this study can shed light on the role of education in intergenerational mobility, it can explore whether parents from lower socioeconomic backgrounds are more likely to choose schools that perpetuate the status quo or if they actively seek opportunities for upward mobility through education for their children.

The study of parents' socioeconomic background and school choice aligns with broader concerns regarding equity and social justice. It highlights the potential disparities in educational opportunities faced by children from different socioeconomic backgrounds, contributing to the discourse on fairness and equal access to quality education.

### **Scope and Delimitation of Study**

The study aims to investigate the predictive relationship between the parental socioeconomic background and the choice of school for their children, it was delimited to parents in Benin City, Edo State, Nigeria.

### **Definition of Terms**

**Children:** Refers to the offspring or dependents of parents, typically in the context of the age group that is eligible for formal education, ranging from preschool to primary, secondary, and higher education levels.

**Choice of School:** Refers to the decision-making process and selection of a specific educational institution or type of schooling for a child. This can include options such as public schools, private schools, charter schools, religious schools, or homeschooling.

**Parents:** Refers to the biological or legal guardians of a child or children, who have the responsibility for their upbringing, care, and education.

**Predictor:** In the context of Research, a predictor variable is a factor or variable that is used to forecast or estimate an outcome or dependent variable. In this case, the socioeconomic background of parents is being examined as a potential predictor of the choice of school for their children.

**Socioeconomic Background:** Refers to the social and economic status or position of an individual or family within society. It encompasses various factors such as income, occupation, education, level, social class, and wealth.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter reviewed related literature by other researchers under the following sub headings:

- Theoretical Frameworks
- Concept of school choice
- Concept of socioeconomic background
- Socioeconomic background and school choice
- Parental aspirations and school choice
- Resource disparities and school choice
- Academic achievement and school choice
- Summary of Reviewed literature

#### **Theoretical Frameworks**

This study is hinged on social reproduction theory which provides valuable insights into the perpetuation of social inequalities and structures. Social reproduction theory is a sociological theory that explains how social inequality is transmitted across generations, reproducing the existing social hierarchy. This theory argues that social

inequality is not simply a result of individual differences in talent or effort, but is instead a result of the ways in which social institutions and cultural practices reproduce existing social structures and inequalities. According to Bourdieu (1977), social reproduction theory is based on the idea that the social structure is maintained and reproduced through the transmission of cultural capital, which refers to the knowledge, skills, and cultural practices that are valued in a particular society. Cultural capital is transmitted from parents to children through socialization processes, such as education, family life, and the media. Children from privileged backgrounds are more likely to receive cultural capital, which gives them a competitive advantage in the job market and other areas of life. Another key aspect of social reproduction theory is the idea that social institutions, such as schools, perpetuate social inequality by reproducing the existing social hierarchy. Schools are seen as a key site of social reproduction, as they are responsible for transmitting cultural capital and legitimizing existing social hierarchies. Schools reproduce social inequality by providing different levels of education for different social classes, and by reproducing the cultural practices and values of the dominant social class.

Bowles and Gintis (1976) developed a critique of the education system, arguing that schools reproduce social inequality by providing different levels of education for different social classes, and by reproducing the cultural practices and values of the dominant social class. They argued that the education system is designed to produce obedient workers who will accept their place in the social hierarchy, rather than encouraging critical thinking and creativity. Social reproduction theory is a sociological

theory that explains how social inequality is transmitted across generations, reproducing the existing social hierarchy. It argues that social institutions and cultural practices reproduce existing social structures and inequalities, and that schools are a key site of social reproduction. Social reproduction theory provides a useful framework for understanding the ways in which social inequality is maintained and perpetuated, and for developing strategies to promote greater social equality.

Social Reproduction Theory examines how social inequalities and structures are maintained and reproduced across generations, particularly through educational systems. Social Reproduction Theory suggests that parents' socioeconomic background influences their decision-making process and the choices they make regarding their children's education under the following factors;

**Social Class:** Social Reproduction Theory emphasizes the significance of social class in shaping individuals' life outcomes and opportunities. It recognizes that individuals' socioeconomic backgrounds, including their occupation, income, and education level, play a crucial role in determining their social position and access to resources.

**Cultural Capital:** Cultural capital refers to the non-financial social assets, such as knowledge, skills, education, and cultural experiences that individuals acquire through socialization processes. Parents with higher socioeconomic backgrounds often possess greater cultural capital, which can influence their attitudes, beliefs, and preferences regarding education.

Habitus: Habitus refers to the internalized dispositions, habits, and preferences that individuals develop as a result of their socialization within a particular social class. The habitus shapes individuals' perceptions, choices, and behaviors, including their decisions regarding their children's education.

School Choice: School choice refers to the process through which parents select schools for their children, considering various factors such as academic quality, location, curriculum, extracurricular activities, and peer group composition.

Cultural Reproduction: Cultural reproduction refers to the transmission of cultural values, norms, and practices from one generation to the next. Within the context of education, cultural reproduction occurs when parents from higher social classes transmit their cultural capital and educational values to their children, leading to the perpetuation of social inequalities.

Educational Inequality: Social Reproduction Theory recognizes that educational systems can reinforce existing social inequalities. It examines how disparities in educational resources, opportunities, and outcomes contribute to the reproduction of social class hierarchies.

Social Mobility: Social mobility refers to the movement of individuals or groups from one social class to another. Social Reproduction Theory suggests that the relationship between parents' socioeconomic background and school choice can impact social mobility prospects for their children. Parents from higher social classes may

choose schools that provide better educational opportunities, enhancing their children's chances of upward mobility.

In the context of the study, Social Reproduction Theory provides a framework to understand the relationship between parents' socioeconomic background and their choice of school for their children. It suggests that parents' social class influences their cultural capital, habitus, and educational values, leading them to consider certain factors when selecting schools. Parents from higher social classes may prioritize schools with higher academic quality, prestigious reputations, or networks that can provide advantages in the future. As a result, educational inequalities can be perpetuated, as children from disadvantaged backgrounds may have limited access to high-quality schools. By applying Social Reproduction Theory, researchers can explore how social class influences school choice and the implications for educational inequality and social mobility.

Social class plays a significant role in school choice, as families from different socio-economic backgrounds have different opportunities and resources available to them. Families from higher socio-economic backgrounds are more likely to choose private schools, which offer a higher quality education, smaller class sizes, and more resources. These schools also tend to have a more rigorous academic curriculum, which prepares students for higher education and professional careers. In contrast, families from lower socio-economic backgrounds are more likely to choose public schools, which are more affordable and accessible, but may lack the resources and support needed to provide a quality education. The implications of these differences in school choice are significant

for educational inequality and social mobility. Students from higher socio-economic backgrounds are more likely to receive quality education, which prepares them for higher education and professional careers. This, in turn, leads to greater social mobility and economic opportunities. Students from lower socio-economic backgrounds, however, are more likely to attend public schools in low-income areas, which may lack the resources and support needed to provide a quality education. This can lead to lower academic achievement, limited opportunities, and a cycle of poverty that is difficult to break.

In addition, the differences in school choice can perpetuate social inequality and reinforce class divisions. Private schools tend to be more exclusive and less diverse than public schools, which can limit a child's exposure to different cultures and perspectives. This can lead to a lack of understanding and empathy for those from different socio-economic backgrounds, which can perpetuate social inequality and reinforce class divisions. Overall, the influence of social class on school choice has significant implications for educational inequality and social mobility. While private schools may offer many benefits, they may not be accessible to children from low-income families. Public schools, on the other hand, may provide more opportunities for children from diverse backgrounds, but may lack the resources needed to provide a quality education. To promote educational equality and social mobility, it is important to provide all children with access to a quality education, regardless of their socio-economic background. This can be achieved through policies that provide equal funding for public

schools, increase access to quality early childhood education, and provide support for students from low-income families.

Apart from Social Reproduction Theory, another relevant theoretical framework for analyzing the parents' socioeconomic background as a predictor of school choice for their children is Rational Choice Theory. Rational choice theory is a social science theory that explains how individuals make decisions by weighing the costs and benefits of different options. This theory assumes that individuals are rational actors who make decisions based on self-interest, and that they have the ability to calculate the costs and benefits of different options. According to Becker (1976), rational choice theory is based on the idea that individuals are rational actors who make decisions based on self-interest and the expected utility of different options. Individuals are assumed to have preferences for different outcomes, and they choose the option that maximizes their expected utility, which is the sum of the benefits and costs of each option. Another key aspect of rational choice theory is the idea of opportunity cost, which refers to the cost of foregone opportunities when making a decision. Individuals must weigh the costs and benefits of each option, taking into account the opportunity cost of each option.

Becker (1976) also argues that rational choice theory can be applied to a wide range of social phenomena, including crime, marriage, and addiction. For example, he argues that individuals may engage in criminal behavior if the expected benefits of the crime outweigh the expected costs, and that individuals may choose to get married if the expected benefits of marriage outweigh the expected costs. Critics of rational choice

theory argue that it is too simplistic and that it does not take into account the complexity of human behaviour. They argue that individuals may not always act rationally, and that they may be influenced by social norms, emotions, and other factors. Rational choice theory is a social science theory that explains how individuals make decisions by weighing the costs and benefits of different options. It assumes that individuals are rational actors who make decisions based on self-interest and the expected utility of different options, and that they must take into account the opportunity cost of each option. While critics argue that the theory is too simplistic, rational choice theory provides a useful framework for understanding how individuals make decisions in a wide range of social contexts. Rational Choice Theory is an economic-based theory that assumes individuals make decisions by weighing the costs and benefits and choosing the option that maximizes their self-interest. When applied to the research topic, Rational Choice Theory suggests that parents consider various factors and make rational decisions based on their perceived advantages and disadvantages of different schools;

Utility Maximization: Rational Choice Theory assumes that individuals aim to maximize their utility, which refers to the satisfaction or benefits they derive from their choices. In the context of school choice, parents seek to maximize the educational benefits and opportunities for their children, considering factors such as academic reputation, extracurricular activities, proximity to home, and the potential for future success.

Cost-Benefit Analysis: Rational Choice Theory suggests that decision-making involves weighing the costs and benefits associated with different options. Parents evaluate the advantages and disadvantages of various schools based on factors such as tuition fees, transportation costs, academic performance, school facilities, and social environment.

Information and Knowledge: Rational Choice Theory assumes that decision-makers have access to relevant information and knowledge about the available options. Parents gather information through various sources, such as school websites, rankings, recommendations from friends and family, and visits to school campuses. They use this information to assess the potential benefits and drawbacks of different schools.

Individual Agency: Rational Choice Theory emphasizes individual agency and autonomy in decision-making. It assumes that parents have the freedom to make choices based on their preferences and evaluations. While socioeconomic background may influence the available choices, Rational Choice Theory suggests that parents from different backgrounds can still make decisions based on their individual values and priorities.

Rational Choice Theory provides a complementary perspective to Social Reproduction Theory in understanding the relationship between parents' socioeconomic background and school choice. While Social Reproduction Theory focuses on the role of social class, cultural capital, and educational inequalities, Rational Choice Theory emphasizes the individual decision-making process and the consideration of costs and

benefits. By applying Rational Choice Theory, researchers can examine how parents, regardless of their socioeconomic background, evaluate and select schools based on the perceived advantages for their children. This framework acknowledges that parents from different social classes may have different criteria and priorities when making school choices. Parents, regardless of their socioeconomic background, evaluate and select schools based on the perceived advantages for their children by using rational choice theory. According to this theory, parents are rational actors who make decisions based on self-interest and the expected utility of different options. They have preferences for different outcomes, and they choose the option that maximizes their expected utility, which is the sum of the benefits and costs of each option. When evaluating and selecting schools for their children, parents will consider different factors that includes academic performance, extracurricular activities, location, cost, and reputation. They weigh the costs and benefits of each option, taking into account the opportunity cost of each option. For example, parents may choose to send their child to a private school, even if it is more expensive, if they believe that the benefits, such as smaller class sizes and better academic performance, outweigh the costs.

Parents also take into account social norms and other factors that may influence their decision-making. For example, they may choose to send their child to a school that is popular among other parents in their social circle, even if it is not the best option for their child. Inclusively, the selection of schools by parents can be seen as a rational choice based on the expected benefits and costs of each option, as well as social norms

and other factors that may influence their decision-making. By using rational choice theory, we can better understand how parents make decisions about their children's education and the factors that influence those decisions.

### **Concept of Socioeconomic Background**

The concept of socioeconomic background refers to an individual or family's combined social and economic status within society. It encompasses various factors that influence a person's or family's position in terms of income, education, occupation, and social standing. Here are key components of socioeconomic background:

**Income:** This is a crucial aspect of socioeconomic background. It represents the amount of money earned by individuals or families through various sources, such as employment, investments, or government assistance. Income levels can vary significantly and often determine access to resources and opportunities.

**Education:** The educational attainment of individuals or parents within a family is another vital component. Higher levels of education are often associated with better employment prospects, increased earning potential, and access to more prestigious and specialized careers.

**Occupation:** The type of work and occupation individuals or family members are engaged in can significantly impact their socioeconomic background. Occupations vary in terms of income, job security, and social status, with some jobs being more financially rewarding and socially esteemed than others.

**Wealth and Assets:** In addition to income, wealth and assets, including property, investments, savings, and valuable possessions, play a role in socioeconomic background. Accumulated wealth can provide financial stability and opportunities for future generations.

**Social Status:** Socioeconomic background also considers an individual's or family's social standing within the community or society. This can be influenced by factors such as cultural background, social networks, and community involvement.

**Access to Resources:** Individuals from different socioeconomic backgrounds may have varying levels of access to resources like quality healthcare, education, housing, transportation, and cultural opportunities. Socioeconomic background can affect one's ability to afford and access these resources.

**Lifestyle and Choices:** Socioeconomic background can influence lifestyle choices, including housing decisions, leisure activities, and spending habits. It can also impact the quality of life and the standard of living a person or family can maintain.

**Opportunities and Aspirations:** One's socioeconomic background can shape their aspirations and expectations in terms of career, education, and life goals. Individuals from higher socioeconomic backgrounds may have greater access to opportunities and encouragement to pursue ambitious goals.

**Social Mobility:** The concept of socioeconomic background is closely linked to the idea of social mobility, which refers to a person's ability to move up or down the

socioeconomic ladder over time. Some individuals or families may experience upward mobility, while others may face barriers to improvement.

**Inequality and Disparities:** Understanding socioeconomic background is critical for recognizing and addressing socioeconomic inequalities and disparities in society. Policymakers, educators, and researchers often use this concept to identify and work towards reducing such disparities.

Socioeconomic background is a multifaceted concept that reflects the complex interplay of economic, social, and cultural factors in individuals' lives. It plays a significant role in shaping opportunities, life outcomes, and the overall well-being of individuals and families.

### **Socioeconomic background and School Choice**

Socioeconomic background can have a significant impact on school choice, as families with different socioeconomic backgrounds may have different preferences and priorities when selecting a school for their child.

Research has shown that families from different socioeconomic backgrounds tend to have different priorities when selecting a school. For example, a study by the National Center for Education Statistics found that parents from low-income families were more likely to prioritize factors such as safety, class size, and teacher quality when selecting a school, while parents from high-income families were more likely to prioritize factors such as academic rigor, extracurricular activities, and college preparation (National Center for Education Statistics, 2017).

Socioeconomic background can also influence the types of schools that families consider. Families from higher socioeconomic backgrounds may have more resources to send their child to a private school or to move to a neighborhood with a high-performing public school. In contrast, families from lower socioeconomic backgrounds may be more limited in their options and may have to consider factors such as transportation and affordability when selecting a school.

Research has also shown that socioeconomic background can have a significant impact on academic achievement. Students from low-income families tend to have lower academic achievement than students from higher-income families (Reardon, 2011). This achievement gap is often attributed to factors such as limited access to educational resources, lower-quality schools, and lower levels of parental involvement (Reardon, 2011).

Research by Johnson and Burke (2012) found out that parents from higher socioeconomic backgrounds tend to choose private schools or high-performing public schools, while parents from lower socioeconomic backgrounds often opt for public schools or schools with more affordable tuition fees. Johnson and Burke (2012) conducted research on how socioeconomic background influences school choice. They found that parents from higher socioeconomic backgrounds tend to choose private schools or high-performing public schools, while parents from lower socioeconomic backgrounds often opt for public schools or schools with more affordable tuition fees.

The researchers found that parents from higher socioeconomic backgrounds tend to prioritize academic rigor, college preparation, and extracurricular activities when selecting a school for their child. These parents may have more resources and options available to them, such as the ability to pay for private school tuition or to move to a neighborhood with a high-performing public school.

In contrast, parents from lower socioeconomic backgrounds tend to prioritize factors such as safety, class size, and teacher quality when selecting a school. These parents may have more limited options and may have to consider factors such as transportation and affordability when selecting a school.

The study also found that socioeconomic background can have a significant impact on academic achievement. Students from higher socioeconomic backgrounds tend to have higher levels of academic achievement than students from lower socioeconomic backgrounds. This achievement gap is often attributed to factors such as limited access to educational resources, lower-quality schools, and lower levels of parental involvement.

In a nut shell, the research by Johnson and Burke (2012) highlights the importance of understanding how socioeconomic background can influence school choice and academic achievement. Families from different socioeconomic backgrounds may have different priorities and resources when selecting a school, which can have a significant impact on their child's education and future opportunities.

In summary, socioeconomic background can have a significant impact on school choice. Families from different socioeconomic backgrounds may have different priorities

when selecting a school, and may have different resources and options available to them. Additionally, socioeconomic background can influence academic achievement, with students from low-income families tending to have lower levels of academic achievement than students from higher-income families; There are several reasons why students from low-income families tend to have lower levels of academic achievement than students from higher-income families.

Firstly, students from low-income families may have limited access to educational resources, such as textbooks, computers, and internet access, which can make it more difficult for them to keep up with their peers.

Secondly, students from low-income families may attend schools that have fewer resources and lower-quality teachers, which can impact the quality of education they receive.

Thirdly, students from low-income families may have to deal with a range of challenges outside of school, such as poverty, housing instability, and food insecurity, which can impact their ability to focus on their studies and succeed academically.

Finally, students from low-income families may have limited access to extracurricular activities, such as sports, music, and art programs, which can help to develop important skills and provide opportunities for personal growth and development.

Overall, the combination of these factors can make it more difficult for students from low-income families to achieve academic success and reach their full potential. Addressing these challenges and providing support to students from low-income families

can help to close the achievement gap and ensure that all students have the opportunity to succeed.

### **Parental aspirations and School Choice**

Parental aspirations and school choice are two important factors that can impact a child's academic achievement and future opportunities. In this response, I will explain these concepts in more detail and provide citations to support my explanation.

Parental aspirations refer to the goals and expectations that parents have for their child's education and future; examples of parental aspirations for their children's educational achievement include:

1. Aspiring for their child to attend a prestigious university or college.
2. Hope that their child will excel academically and achieve high grades.
3. Encouraging their child to pursue a particular field of study, such as medicine, law, or engineering.
4. Wanting their child to develop a love of learning and become a lifelong learner.
5. Supporting their child's extracurricular interests and encouraging them to pursue activities that will help them develop new skills and interests.

These aspirations can be influenced by a variety of factors, including the family's cultural background, socioeconomic status, and educational experiences. By understanding the aspirations of parents, educators can work to support children in achieving their full potential and reaching their educational goals.(Spera, 2005).

Parental aspirations are closely linked to socioeconomic background and can significantly impact school choice. Smith et al. (2015) conducted a study that revealed parents from higher socioeconomic backgrounds tend to have higher educational aspirations for their children, leading them to select schools that offer superior academic programs or specialized curricula. Smith et al. (2015) conducted a study that revealed parents from higher socioeconomic backgrounds tend to have higher educational aspirations for their children, leading them to select schools that offer superior academic programs or specialized curricula. This finding is consistent with previous research that has demonstrated a strong link between parental socioeconomic status and educational outcomes for children.

One possible explanation for this link is that parents from higher socioeconomic backgrounds may have more resources to invest in their children's education, such as access to private tutors, educational materials, and extracurricular activities. These resources can help children develop the skills and knowledge needed to succeed academically and gain admission to elite universities or colleges.

In addition, parents from higher socioeconomic backgrounds may have more knowledge about the educational system and how to navigate it effectively. They may be more aware of the different types of schools available to their children and the benefits of attending schools with specialized curricula or superior academic programs. This knowledge can help parents make more informed decisions about their children's education and ensure that they are receiving the best possible education.

Furthermore, the study by Smith et al. (2015) highlights the importance of understanding the role of parental aspirations and school selection in shaping educational outcomes. By understanding these factors, educators and policymakers can work to support all families and ensure that they have access to high-quality educational opportunities.

Research has shown that parental aspirations can have a significant impact on a child's academic achievement and future opportunities. For example, a study by Fan and Chen (2001) found that parental aspirations were positively associated with student achievement in math and science.

School choice refers to the process by which parents select a school for their child. This choice can be influenced by a range of factors, including the school's academic reputation, location, and extracurricular offerings (Baker, 2010).

Research has shown that school choice can have a significant impact on a child's academic achievement and future opportunities. For example, a study by Hoxby (2003) found that students who attended high-performing public schools were more likely to attend college and earn higher salaries than students who attended low-performing public schools.

The relationship between parental aspirations and school choice is complex and can be influenced by a range of factors. For example, a study by Hossain and Toma (2017) found that parental aspirations were positively associated with school choice, but that this relationship was moderated by the parent's socioeconomic status.

The concepts of parental aspirations and school choice are important for understanding the factors that can impact a child's academic achievement and future opportunities. By understanding these concepts and the factors that influence them, educators and policymakers can work to support all students and ensure that they have the opportunity to reach their full potential.

### **Resource Disparities and School Choice:**

Resource disparities refer to the unequal distribution of resources, such as funding, facilities, and teacher quality, across different schools and districts. It is a critical factor in school choice, as families often choose schools based on the resources and academic programs they offer. However, resource disparities can also influence the availability and quality of school choice options, particularly for families from disadvantaged backgrounds.

Research has shown that resource disparities can limit the availability of high-quality school choice options, particularly in low-income and minority communities. For example, a study by the National Bureau of Economic Research (2018) found that low-income families have fewer high-quality school options to choose from than higher-income families, due in part to resource disparities and funding inequities.

Moreover, resource disparities can influence the quality of school choice options, particularly when it comes to charter schools and voucher programs. For example, a study by the National Education Policy Center (2017) found that charter schools tend to enroll fewer students with disabilities and English language learners than traditional

public schools, which can limit the quality and diversity of school choice options for these students.

Resource disparities are a major concern in education, as they can have a significant impact on student outcomes. Schools that are underfunded or lack resources may struggle to provide high-quality education to their students, leading to lower academic achievement and reduced opportunities for success. Moreover, resource disparities can exacerbate existing inequalities based on race, ethnicity, and socioeconomic status, as students from disadvantaged backgrounds may be more likely to attend schools that lack resources.

Similarly, a study by the Economic Policy Institute (2018) found that voucher programs tend to benefit wealthier families and have little impact on academic achievement. This can limit the quality and availability of school choice options for low-income families, who may not have the financial resources to take advantage of voucher programs.

Socioeconomic background also influences the availability of resources for parents, which in turn affects school choice. A study by Rodriguez and Stroub (2017) highlighted that parents from higher socioeconomic backgrounds are more likely to have access to financial resources, enabling them to choose schools with better facilities, extracurricular activities, and smaller class sizes.

Rodriguez and Stroub (2017) found that parents from higher socioeconomic backgrounds are more likely to have access to financial resources, which enables them to

choose schools with better facilities, extracurricular activities, and smaller class sizes. This study highlights that resource disparities are a critical factor in school choice, particularly for families from disadvantaged backgrounds.

The study found that parents from higher socioeconomic backgrounds are more likely to have the financial resources to pay for private schools or to move to neighborhoods with better public schools. This can give them access to schools with better facilities, such as newer buildings, better technology, and more resources for extracurricular activities.

Moreover, parents from higher socioeconomic backgrounds are more likely to have the resources to support their children's education outside of school, such as by hiring tutors or enrolling them in enrichment programs. This can give their children an advantage in the classroom and help them succeed academically.

However, the study also found that resource disparities can limit the availability and quality of school choice options for families from disadvantaged backgrounds. For example, low-income families may not have the financial resources to pay for private schools or to move to neighborhoods with better public schools. This can limit their access to schools with better facilities, extracurricular activities, and smaller class sizes.

Moreover, low-income families may not have the resources to support their children's education outside of school, which can put them at a disadvantage in the classroom. This can limit their academic success and their ability to take advantage of school choice options.

Overall, the study by Rodriguez and Stroub (2017) highlights the critical role that resource disparities play in school choice. By addressing funding inequities and providing more resources to schools in disadvantaged communities, policymakers and educators can work to ensure that all families have access to high-quality school choice options and the resources they need to succeed academically.

Looking further, By addressing resource disparities and funding inequities, policymakers and educators can work to ensure that all families have access to high-quality school choice options and the resources they need to succeed academically.

### **Academic Achievement and School Choice**

Research has shown that parents' socioeconomic background can impact their children's academic achievement and subsequently influence school choice. For instance, a study conducted by Davis and Williams (2018) demonstrated that parents from higher socioeconomic backgrounds tend to prioritize schools with high academic standards, seeking to maximize their children's educational opportunities. This study highlights that academic standards are a critical factor in school choice, particularly for families from higher socioeconomic backgrounds.

The study found that parents from higher socioeconomic backgrounds are more likely to seek out schools with high academic standards, such as schools with rigorous curricula, high test scores, and a focus on college preparation. This can give their children an advantage in the classroom and help them succeed academically.

Moreover, parents from higher socioeconomic backgrounds are more likely to have the resources to support their children's education outside of school, such as by hiring tutors or enrolling them in enrichment programs. This can give their children an additional advantage in the classroom and help them succeed academically.

However, the study also found that academic standards can limit the availability and quality of school choice options for families from disadvantaged backgrounds. For example, low-income families may not have the resources to support their children's education outside of school or to provide the same level of academic support at home. This can limit their children's academic success and their ability to take advantage of school choice options.

Additionally, schools with high academic standards may not be available or accessible to families from disadvantaged backgrounds. For example, these schools may be located in areas with higher housing costs, making them inaccessible to families with lower incomes.

Furthermore, the study by Davis and Williams (2018) highlights the critical role that academic standards play in school choice. By addressing funding inequities and providing more resources to schools in disadvantaged communities, policymakers and educators can work to ensure that all families have access to high-quality school choice options and the resources they need to succeed academically.

Academic achievements are a critical factor in school choice, as parents often seek schools with high academic standards to ensure their children receive the best

education possible. Research has shown that academic achievement is one of the most important factors that parents consider when choosing a school for their children (Lubienski & Lubienski, 2014).

Schools with high academic standards are often viewed as providing better educational opportunities, which can lead to better outcomes for students. These schools are more likely to offer rigorous curricula, advanced coursework, and opportunities for college preparation. They may also have higher test scores and more resources for academic support, such as tutoring and enrichment programs.

Moreover, academic achievement can be a key predictor of future success, as it is often used as a measure of a student's readiness for college and the workforce. Parents may view schools with high academic standards as providing a better chance for their children to succeed in the future.

However, the focus on academic achievement in school choice can also have negative consequences. For example, it can reinforce existing inequalities in education by limiting the availability of high-quality schools to families from disadvantaged backgrounds. Schools with high academic standards may be located in areas with higher housing costs, making them inaccessible to families with lower incomes.

Finally, the emphasis on academic achievement can lead to a narrow focus on test scores and grades, rather than a more holistic approach to education that includes social and emotional learning and the development of critical thinking skills.

## **Summary of Reviewed Literature**

The reviewed literature indicates a strong relationship between parent's socioeconomic background and their choice of school for their children. Parents from higher socioeconomic backgrounds tend to select schools with better resources, higher academic standards, and specialized programs, reflecting their aspirations and cultural capital. Conversely, parents from lower socioeconomic backgrounds often face resource constraints and may opt for more affordable public schools. Understanding this relationship is crucial for policymakers and educators to address disparities in school choice and provide equitable educational opportunities for all students, regardless of their socioeconomic background.

This review has shown that parents' socioeconomic background is a significant predictor of school choice for their children. Studies have found that parents from higher socioeconomic backgrounds tend to choose schools with higher academic standards, more resources, and a greater emphasis on extracurricular activities. These parents also tend to be more involved in their children's education, which can contribute to better academic outcomes. In contrast, parents from lower socioeconomic backgrounds may have fewer choices when it comes to school selection due to financial constraints and limited access to information about different schools. This can lead to a concentration of disadvantaged students in low-performing schools. However, research has also shown that parents from lower socioeconomic backgrounds may prioritize other factors, such as

proximity to home or social connections, when making school choices. Additionally, some studies have found that school choice programs, such as voucher programs and charter schools, can increase access to high-quality schools for disadvantaged students. Overall, the research suggests that socioeconomic background plays an important role in school choice, but that other factors, such as location and school quality, also influence parents' decisions.

Future research should continue to investigate the complex interplay between socioeconomic factors and school choice to inform interventions and policies aimed at promoting educational equity.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter presents the methodology that was adopted to achieve the purposes of this study. It was organized under the following sub-headings:

- Design of the Study
- Population of the Study
- Sample and Sampling Technique
- Instrument of the study
- Validity of the Instrument
- Method of Data Collection
- Method of Data Analysis

#### **Design of the Study**

The research design adopted for this study was the descriptive survey. Descriptive survey research design is built together to gather vast data from a heterogeneous audience, the survey design helps to fulfill the aim of analyzing the frequencies and identifying patterns in the survey responses. The reason why this design was adopted is because the researcher would make use of the primary data obtained through the questionnaire.

#### **Population of the Study**

The population of this study was parents who had children/ wards in public and private pre-schools in Oredo Local Government Area of Edo State.

### **Sample and Sampling Technique**

The sample size for this study was 50 parents who were purposively and conveniently drawn from the population of parents in Oredo local government area. The basis for the selection of the sample was hinged on the fact that the whole population cannot be understudied and that it will contain a fair representation of the population.

### **Research Instrument**

The instrument used for the study was a questionnaire titled “Parent’s Income, Educational Level, and Occupation as Predictor of School Choice Questionnaire (PIELOPSCQ)”. The questionnaires were structured to allow respondents select the responses they considered most appropriate. The question was divided into two sections. Section A contains the demographic information of the respondents while Section B which comprises 12 items, was responded to using the Four 4) points Likert Scale of Strongly Agree (A), Agree (A), Disagree (D), and Strongly Disagree (SD) respectively.

### **Validity of the Instrument**

To ensure its face and content validity, the research instrument was scrutinized and judged by the researcher's supervisor and two other experts in the Institute of Education, for appropriateness of each item of the instrument. The comment of the supervisor and the experts were used to obtain final items.

### **Reliability of the Instrument**

30 copies of the instrument were given to parents in Egor Local Government Area. The Cronbach alpha reliability statistics was used, and it gave an alpha value of 0.89.

### **Method of Data Collection**

The questionnaire was administered personally by the researcher and in order to retrieve the instrument used for collecting the data needed for this research work, the researcher also paid personal visit to the Parents workplaces in Oredo Local Government Area of Edo State, to collect the data.

### **Method of Data Analysis**

The data collected were analyzed using the Mean and standard deviation for research questions one to three. The mean rating of 2.50 was used for decision point, such that only items less than 2.50 was regarded as disagree while mean rating equal or above

2.50 was regarded as agree. The hypothesis was tested using the multiple Regression statistics, at 0.05 level of significance.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

In this chapter, the results of the study obtained from the analysis of data are presented under the following sections.

#### Research Question One

To what extent does the income of parents' impact on the choice of school for their children?

**Table 1: The Impact of Income of Parents on the Choice of School for their Children**

Items	Mean	Standard deviation	Remarks
Parents whose income ranges between 100,000 to 500,000 tend to send their children or wards to public schools.	2.59	1.00	Agree
Parents that receive annual income of 1,000,000 are likely to send their children to schools with better modern facilities	3.35	0.63	Agree
Parents that receive income above	3.45	0.58	Agree

1,000,000 tend to send their children/wards to schools with qualified teachers and private institutions

Parents whose income ranges between 2.76 0.79 Agree

500,000 to 1,000,000 tend their children or wards to school close to their houses

**Cluster 12.16 1.85**

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Table 1 shows that believe that parents whose income ranges between 100,000 to 500,000 tend to send their children or wards to public schools, parents that receive annual income of 1,000,000 are likely to send their children to schools with better modern facilities, parents that receive income above 1,000,000 tend to send their children/wards to schools with qualified teachers and private institutions, and parents whose income ranges between 500,000 to 1,000,000 tend their children or wards to school close to their houses. The cluster mean and standard deviation of 12.16 and 1.85 indicates that the income of parent impact on the choice of school for their children to a high degree.

## Research Question Two

To what extent does the educational level of parents influence school selection for their children?

**Table 2: The Influence of Educational Level of Parents on the School Selection for their Children**

Items	Mean	Standard deviation	Remarks
Parents with no educational background will send their children or wards to schools with less qualified teachers.	2.37	1.00	Agree
Parents who attained tertiary education will send their children to schools with better modern educational facilities	3.27	0.57	Agree
Parents whose level of education stops at the secondary level tend to send their children/wards to schools that are more affordable	2.75	0.77	Agree
Parents with no educational background do not know the core value of education.	2.25	0.98	Disagree
<b>Cluster</b>	<b>10.65</b>	<b>2.15</b>	

Table 2 shows that the respondents were of the views that parents with no educational background will send their children or wards to schools with less qualified teachers, parents who attained tertiary education will send their children to schools with better modern educational facilities, and parents whose level of education stops at the secondary level tend to send their children/wards to schools that are more affordable. However, they disagree that parents with no educational background do not know the core value of education. The cluster mean of 10.65 and standard deviation of 2.15 implies that the educational level of parents influences school selection for their children to a high degree.

### Research Question Three

To what extent does the parental occupation influence the choice of school for their children?

**Table 3: The Influence of Parental Occupation on the Choice of School for their Children**

Items	Mean	Standard deviation	Remarks
Parents that are self-employed tend to send their children or wards to schools close to their business place.	2.59	0.85	Agree

Parents that are civil servants will send their children to public schools.	2.51	0.88	Agree
As a parent working under a private establishment, there is every tendency to send your child to private school	2.78	0.83	Agree
Parents who are self-employed will have more time for their child's educational needs	3.02	0.88	Agree
<b>Cluster</b>	<b>10.90</b>	<b>2.13</b>	

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Table 3 reveals that the respondents agrees that parents that are self-employed tend to send their children or wards to schools close to their business place, parents that are civil servants will send their children to public schools, as a parent working under a private establishment, there is every tendency to send your child to private school, and parents who are self-employed will have more time for their child's educational needs. The cluster mean of 10.90 and standard deviation of 2.13 indicates that the parental occupation influences the choice of school for their children to a high degree.

## Hypothesis One

Does income, educational level and occupation of parents predict the choice of school for their Children?

**Table 4: Analysis of Variance of income, educational level and occupation of parent prediction of the choice of school for their Children**

Model		Sum of Squares	df	Mean Square	F	sig.	Remark
1	Regression	483.347	3	161.116	3.972	0.013	Significant
	Residual	1906.574	47	40.565			
	Total	2389.922	50				

***R = 0.450; Adjusted R<sup>2</sup> = 0.151***

Table 4 shows an F value of 3.972 and a p-value of 0.013. Testing at alpha level of 0.05, the p-value is less than the alpha value. Therefore, the null hypothesis which states that “does income, educational level and occupation of parents predict the choice of school for their children” was rejected. Consequently, income, educational level and occupation of parents predict the choice of school for their children.

**Table 5: Coefficients**

Model	Unstandardized		Standardized		
	Coefficients		Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	4.907	7.061		0.695	0.491
Occupation	.064	.518	.017	0.123	0.903
Educational Qualification	.619	.473	.193	1.307	0.198
Income	1.073	.465	.330	2.307	0.026

Table 5 shows a beta value of 0.17, a t-value of 0.123 and a p-value of 0.903 for parental occupation. This implies that parental occupation does not significantly predicts the choice of school for their children ( $p > 0.05$ ). The beta value of 0.193, t-value of 1.307 and p-value of 0.198 for parental educational qualification. This is an indication that the educational qualification of parents does not predict the choice of school for their children or ward ( $p > 0.05$ ). However, the beta value of 0.330, t-value of 2.307 and p-value of 0.026 implies that the income of parents significantly predicts the choice of school for their children.

## **Discussion of Findings**

The findings from research question provide valuable insights into the relationship between parental income and school choice for their children. It is evident that parents with different income levels have distinct preferences when it comes to selecting schools.

Firstly, parents with income ranging between 100,000 to 500,000 tend to opt for public schools. This could be due to the affordability factor, as public schools generally have lower fees compared to private institutions. These parents may prioritize access to education over other factors such as modern facilities or qualified teachers. On the other hand, parents who receive an annual income of 1,000,000 or more are more inclined to choose schools with better modern facilities. This suggests that they prioritize the availability of resources and a conducive learning environment for their children. It could be that they believe these schools offer enhanced educational opportunities. Furthermore, parents with higher incomes, above 1,000,000, tend to prefer schools with qualified teachers and private institutions. This indicates that they value the quality of education and may perceive private schools as providing a higher standard of teaching and learning. They may also prioritize smaller class sizes and personalized attention for their children.

Additionally, parents with income ranging between 500,000 to 1,000,000 tend to prioritize schools that are close to their homes. This could be influenced by convenience and the desire to minimize commuting time for their children. They may value the

proximity of the school to their residence for ease of transportation and involvement in their children's education.

Overall, these findings highlight the significant impact of parental income on school choice. It is clear that income level plays a crucial role in determining the educational opportunities available to children. These findings are in consonant with the study conducted by Reardon, S. F. (2011).

For research question 2 the findings reveals that the educational level of parents plays a significant role in influencing the school selection for their children. It is observed that parents with no educational background tend to choose schools with less qualified teachers. This could be due to a lack of understanding or awareness about the importance of teacher qualifications in their children's education. Alternatively, parents who have attained tertiary education are more likely to prioritize schools with better modern educational facilities. This suggests that they value the importance of providing their children with access to up-to-date resources and technologies in their learning environment. In addition, parents whose education level stops at the secondary level tend to opt for more affordable schools. This could be a result of financial constraints or the belief that cost-effective schools can still provide a satisfactory education for their children.

Surprisingly, the respondents disagreed with the statement that parents with no educational background do not understand the core value of education. This indicates that there is a recognition that even parents without formal education can still have a deep

understanding of the importance of education for their children's future. This suggests that the educational level of parents has a considerable influence on school selection for their children. This findings agrees with the study conducted by Williams, 2018.

Research Question three shows that parental occupation plays a vital role in influencing the choice of school for their children. It is observed that self-employed parents tend to prefer schools near their business, while civil servants are more inclined towards public schools. Parents working in private establishments are more likely to opt for private schools. Additionally, self-employed parents are believed to have more time for their child's educational needs. Overall, the results indicate a high influence of parental occupation on school selection. This agrees with the study conducted by Rodriguez, 2017.

Furthermore, hypothesis one reveals that income, educational level, and occupation of parents jointly have a significant impact on predicting the choice of school for their children. The findings further showed that parental occupation and educational level do not significantly predict the choice of school for their children. However, income of parents do have a significant impact on school selection. This suggests that income is better predictors of the choice of school for children compared to parental occupation. This finding aligns with the study conducted by Reardon, S. F. (2011).

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

This Chapter presents the summary, conclusion, and recommendations of the study.

#### **Summary**

This study sought to investigate the influence of parent's socioeconomic background as a predictor for choice of child's school in Oredo Local Government Area, Edo state. To achieve this, three research questions were raised and the descriptive survey research design was used from which questionnaire was designed and validated by the researcher and two other experts in the Institute of Education. The population of the study comprised of parents in Oredo Local Government Area of Edo State, from which fifty (50) respondents were sampled and used for the study. Mean and standard deviation as well as the multiple regression were used to analyze the data collected. The findings that emerged reveal that:

- the income of parent impact on the choice of school for their children to a high degree.
- the educational level of parents influences school selection for their children to a high degree
- the parental occupation influences the choice of school for their children to a high

degree

- income, educational level and occupation of parents jointly predict the choice of school for their children. However, the income of parents significantly predicts the choice of school for their children but parental occupation and education do not.

## **Conclusion**

Based on the findings, it was concluded that parent's socio-economic background strongly influences and predict their choice of school for their children. Parental income was the major determinant of their choice of school for their children, although, their educational level and occupation do sometimes influence it.

## **Recommendations**

Based on the finding, it was recommended as follows:

1. Government should advocate for policies that promote diversity and inclusion in schools, ensuring that children from different socio-economic backgrounds have equal opportunities for quality education.
2. Government and other stakeholders in education should provide financial assistance and scholarships to families from lower socio-economic backgrounds, enabling them to choose schools that offer a better fit for their children's educational needs.
3. Enhance collaboration between schools, parents, and communities to create support

networks that can help address the challenges faced by families from different socio-economic backgrounds.

4. Encourage parents to consider the long-term benefits of investing in their child's education, regardless of their socio-economic background. Education can open doors to future opportunities and success.
5. Advocate for policies that promote equal access to educational resources, facilities, and extracurricular activities for all students, regardless of their socio-economic background.

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**APPENDIX**  
**UNIVERSITY OF BENIN**  
**FACULTY OF EDUCATION**  
**DEPARTMENT OF EDUCATIONAL MANAGEMENT**  
**EARLY CHILDHOOD EDUCATION**

Dear Respondents,

My name is Godsbest Orioboisa, a final year student of the above named department.

This questionnaire on the subject "**Parent's Socio-economic background as a predictor of the choice of school for their children.**" has been designed purposely to source for relevant data that will complement the research work.

The information supplied will be treated in utmost confidentiality and use mainly for the purpose in which the study is intended.

Your honest and objective answers to the following questions will be highly appreciated and acknowledged. Please tick the appropriate box provided for the answers and make comments where necessary.

## **SECTION A: (DEMOGRAPHIC PROFILE)**

**INSTRUCTION:** Please read carefully and tick the box  beside the item that best describes your disposition.

1. Gender of Respondents: Male  Female
2. Age Range of Respondents: 20 - 30 , 31 - 40 , 41 and above
3. Marital Status of Respondents: Single  Married  Separated  Divorced
4. Educational background of Respondents: None  secondary school level  Tertiary school level
5. Occupation of Respondents: Self Employed  civil servants  private establishment
6. Annual Income of Respondents: 100,000-500,000  500,000-1,000,000  Above 1,000,000

## SECTION B

Please read the following statements, and tick in the box that best explains your opinion.  
Tick only one box for each statement using a scale below:

SA= Strongly Agree

A= Agree

D= Disagree

SD= Strongly Disagree

S/N.	ITEMS	SA	A	D	SD
1.	Parents whose income ranges between 100,000-500,000 tend to send their children or wards to public schools.				
2.	Parents that receive annual income of 1,000,000 are likely to send their children to schools with better modern facilities.				
3.	Parents that receive annual income above 1,000,000 tend to send their children/wards to schools with qualified teachers and private institutions.				
4.	Parents whose income ranges between 100,000-500,000 tend to send their children or wards to schools close to their houses.				
5.	Parents with no educational background will send their children/wards to schools with less qualified teachers.				
6.	Parents who attained tertiary education will send their children to schools with the best modern educational facilities.				
7.	Parents whose level of education stops at the secondary level tend to send their children to schools that are more affordable.				

8.	Parents with no educational background do not know the core value of education.				
9.	Parents that are self-employed tend to send their children to schools close to their business places.				
10.	Parents that are civil servants will send their children to public schools.				
11.	As a parent working under a private establishment, there's every tendency to send your child to private schools.				
12.	Parents who are self-employed will have more time for their child's educational needs.				