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# The Influence of Socioeconomic Status on Child Development in Ikeja Local Government Area, Lagos State

***Binuyo Biodun A.***
*Babcock University, Social Work Department, Ilishan-Remo, Ogun State, Nigeria.*
*binuyobi@babcock.edu.ng*

***Anjorin Toluwanimi***
*Babcock University, Social work Department, Ilishan-Remo, Ogun State, Nigeria.*
*anjorin9120@student.babcock.edu.ng*

***Adesanya Ocheze Happinesss***
*Babcock University Teaching Hospital, Ilishan Remo, Ogun State, Nigeria.*
*adesanyao@babacock.edu.ng*

***Ashaolu Adeola***
*Babacock University Teaching Hospital, Ilishan-Remo, Ogun State, Nigeria.*
*asaolu@babcock.edu.ng*

***Obebe Pelumi***
*Babcock University, Social Work Department, Ilishan-Remo, Ogun State, Nigeria.*
*obebeolu@babcock.edu.ng*

**Keywords**

*Socioeconomic Status, Child Development, Ikeja Local Government Area.*

***Abstract***

*Socioeconomic status (SES) significantly influences child development across multiple domains, including physical, cognitive, social, and emotional well-being. This study examines the impact of socioeconomic status on child development in Ikeja Local Government, Lagos State, Nigeria, focusing on factors such as parental income, education, and occupation. A descriptive survey research design was employed, with data collected from 221 parents and caregivers of children aged 2-18 years. A structured questionnaire was used to assess the effects of socioeconomic status on children's physical, psychological, and social development. Findings revealed that 85.1% of children had consistent access to clean water, while 85.5% had access to educational resources such as books and the internet. However, only 53.8% had access to healthcare services, and 64.7% had consistent electricity supply. Regarding physical development, 96.3% of respondents agreed that parental employment status significantly affects child development, and 89.6% believed that family income directly correlates with access to quality education and healthcare. In terms of psychological well-being, 60.2% of children regularly engaged in educational activities at home, while 65.2% expressed emotions freely. However, 54.3% showed signs of stress or anxiety, highlighting the emotional toll of financial instability. Socially, 46% of children often interacted with peers outside of school, while 38% faced difficulties in making or keeping friends. Based on these findings, the study recommends policy interventions to improve access to quality education, healthcare, and social welfare programs for children from low-income families. Initiatives to enhance parental awareness and community-based support programs are also*

*essential in fostering child development. Addressing socioeconomic disparities is crucial to ensuring that all children, regardless of background, have equal opportunities for healthy development and academic success.*

## I. Introduction

Socioeconomic status plays a crucial role in shaping the developmental outcomes of children across the globe. In Nigeria, a country characterized by significant economic disparities, the influence of socioeconomic status on child development is a well-known issue. The country's population is diverse, with children growing up in environments that range from extreme poverty to considerable affluence. These socioeconomic conditions have large implications for the physical, cognitive, social, and emotional development of children. On a global scale, the social and economic position of the family in the society, determines how the parents would view education. The adequate care that is given to the child from birth and even from the beginning has a great impact on the overall development and the achievement or performance of the child in school activities. The child needs food, clothing, love, affection, and learning materials which are the primary responsibilities of the parents (Davis-Kean, Tighe, & Waters, 2021). The social and economic factors of parents would determine to a large extent considered by many scholars as a plausible factor that either hinder or promote learning and students achievement.

According to the most recent estimates published in a 2017 Lancet Series, around 249 million (43% of) children under age 5 in low/middle-income countries (LMICs) were at risk of poor development in 2010 due to stunting or exposure to extreme poverty, with the highest proportion of affected children in South Asia and sub-Saharan Africa. Furthermore, estimates using Early Childhood Development Index (ECDI) data from Multiple Indicator Cluster Surveys (MICS) suggest that more than one third of 3–4year olds living in low and middle income countries were not on track in their cognitive and social-emotional development (Singh-Manoux, Fayosse, Sabia 2018). A recent study covering 14 low/middle-income countries found that risk of poor development was much higher among rural children than their urban counterparts. Additional work has shown that rural and poor children had much lower access to learning opportunities in and out of the home, and were less likely to be developmentally on track according to the Early Childhood Development Index relative to their urban and wealthier peers (Oakes & Rossi, 2023).

According to Odofin (2018) the SDGs provide a unique opportunity to ensure that all young children achieve their developmental potential, and to ensure that no child is left behind. Meeting the SDG goal on Early Childhood Development requires ensuring equal access to high-quality services that promote nurturing care. However, the evidences in literatures shows that more children are leaving school to the streets, more children are hungry resulting to deaths. To date, relatively little evidence has been available to guide governments, donors and civil society in identifying which young children and families should be targeted to prevent them from being left behind (Davis-Kean, Tighe, & Waters, 2023). Discoveries from the study of Oakes & Rossi (2023) opined that exposure to stunting and/or extreme poverty are risk factors for poor child development, attendance of early care and education (ECE) program, stimulation at home and care giver reported levels of early development. Studies have shown that

different socio economic factors have contributed to the poor development of children in sub-Saharan Africa (Canizares & Hogg-Johnson, 2018).

Parental income level could either have positive or negative effect on the child's academic achievement in school. It has great effect on the child's motivation for learning. Parents who are unable to pay for their child's school fees, provide learning materials, lack of food, and even experience overcrowding in the home tend to drop out of school and engage in risky behavior which could have adverse effect on their academic achievement and their social and psychological wellbeing (Petraviciene, 2018). Parental education is another socio economic factor in the family that could influence child's development, parents who are educated, intelligent and can provide favorable learning environment for their children are more likely to them to develop interest in learning and motivate them do well at school (Rieger & Vogel, 2018).

Furthermore, parental occupation also determines the length of time and effort a child is willing to devote to his/her school work and study. For instance, a study carried out by Odofin (2018), found out that parental occupation has a positive relationship on children development. Studies have also shown that students whose parent's occupation falls within the group of unskilled manual tend to devote most of their time in assisting their parents to the detriment of their health, studies and mental well-being while students whose parents are professionals have enough time for their school activities and receive motivation and finance that help to promote their academic, emotional, social and behavioral development. Nigeria's economy, despite being one of the largest in Africa, has struggled with persistent poverty, unemployment, and inequality. A significant portion of the population lives below the poverty line, and many families face challenges in accessing basic needs such as adequate nutrition, healthcare, and education (Itanyi 2020). Children from low socioeconomic backgrounds are often exposed to a range of adverse conditions, including malnutrition, inadequate healthcare, limited educational opportunities, and exposure to violence and insecurity. These factors hinder their cognitive development, academic achievement, and overall well-being. Conversely, children from higher socioeconomic backgrounds typically have better access to resources that promote healthy development. They are more likely to attend quality schools, receive proper nutrition, and have access to healthcare services. These advantages often translate into better academic performance, higher levels of cognitive development, and improved social and emotional well-being (Muscatell, Brosso, & Humphreys, 2020).

The Nigerian government's efforts to address these disparities through policies and programs aimed at poverty reduction, education, and healthcare improvement have seen mixed results. While there have been improvements in some areas, significant challenges remain, particularly in reaching the most vulnerable populations (Ngandu et al., 2020). Given the critical role of early childhood experiences in shaping long-term outcomes, understanding the influence of socio economic status on child development in Nigeria is essential for designing effective interventions. Hence the study seeks to examine the influence of socio economic status on child development in Ikeja Local Government.

Socioeconomic status (SES) is a critical determinant of child development across the globe, influencing outcomes in physical health, cognitive growth, emotional stability,

and social competence. In Nigeria—a nation marked by stark economic disparities and a diverse population—SES plays a particularly pronounced role in shaping the developmental trajectories of children. From urban affluence to rural poverty, the environments in which Nigerian children are raised vary widely, with profound implications for their access to essential resources and opportunities.

Globally, the social and economic position of a family significantly influences parental attitudes toward education and caregiving. Adequate care from birth—including nutrition, emotional support, and access to learning materials—is foundational to a child's development and academic success. As Davis-Kean, Tighe, and Waters (2021) assert, the provision of basic needs such as food, clothing, affection, and educational resources is central to a child's growth, and these responsibilities are deeply shaped by the family's SES.

Recent global estimates underscore the urgency of this issue. According to the 2017 Lancet Series, approximately 249 million children under age five in low- and middle-income countries (LMICs) were at risk of poor development due to stunting or extreme poverty. Sub-Saharan Africa and South Asia bear the highest burden. Data from the Early Childhood Development Index (ECDI), derived from Multiple Indicator Cluster Surveys (MICS), reveal that over one-third of children aged 3–4 in LMICs are not on track in cognitive and social-emotional development (Singh-Manoux, Fayosse, & Sabia, 2018). Rural children, in particular, face heightened developmental risks due to limited access to early learning and stimulation (Oakes & Rossi, 2023).

In Nigeria, these global patterns are mirrored and magnified. Despite being one of Africa's largest economies, the country continues to grapple with widespread poverty, unemployment, and inequality. Many families struggle to meet basic needs, and children from low-SES backgrounds are disproportionately affected by malnutrition, inadequate healthcare, poor educational access, and exposure to violence (Itanyi, 2020). These adversities hinder their academic achievement and overall well-being. Conversely, children from higher-SES families benefit from enriched environments, quality schooling, and better health services, which foster stronger developmental outcomes (Muscatell, Brosso, & Humphreys, 2020).

Parental income, education, and occupation are among the most influential SES indicators. Low-income families often face barriers to school enrollment, access to learning materials, and adequate nutrition, which can lead to school dropout and engagement in risky behaviors (Petraviciene, 2018). Educated parents are more likely to provide stimulating home environments and encourage academic success (Rieger & Vogel, 2018). Similarly, parental occupation affects the time and resources available for children's education. Children of professionals tend to receive more support and motivation, while those from unskilled labor backgrounds may be burdened with household responsibilities that compromise their health and learning (Odofin, 2018).

Although Nigeria has implemented various policies aimed at reducing poverty and improving education and healthcare, progress remains uneven. Vulnerable populations, particularly children in low-income communities, continue to face significant developmental challenges (Ngandu et al., 2020). The Sustainable Development Goals (SDGs) offer a framework for inclusive growth, yet gaps in implementation persist, leaving many children behind.

Given the pivotal role of early childhood experiences in shaping lifelong outcomes, it is imperative to understand how SES influences child development within specific local contexts. This study therefore seeks to examine the impact of socioeconomic status on child development in Ikeja Local Government, Lagos State, with the aim of informing targeted interventions and policy responses that promote equity and developmental potential for all children.

## II. Statement of the Problem

Research has shown over and over again that there is a strong link between Socio-economic standing and child's development. Several studies (Jiang, Lau, & Tan, 2024; Rieger & Vogel, 2018) have found that children from higher socio economic status backgrounds tend to do better than their friends from lower economic backgrounds in terms of wellbeing, good health, academic grades, and education (OECD, 2019). Different countries and educational systems have seen these differences in how well children develop their physical, mental and academic spheres on their Socio-economic standing. However, according to Ngandu (2020), different factors are responsible for can a child's socioeconomic position which determines how well they develop. First, families with a higher socio economic status often have more money to spend on their children's development, education, growth and general well-being giving them access to good meals, good school and even good accommodation, and activities that help them learn more (Kivimäki 2020).

The quality of parents and home background of a child goes a long way to predict the mental, physical, academic and emotional development of the child. Child from poor home may suffer because there may be no money to pay for health care, school fees, purchase food, and schools materials, such child may play truant, suffer from poor health thus his development may be adversely affected (Rosen 2020). Similarly, good parenting supported by strong economic home background could enhance good child development (Hughes, Bellis, & Hardcastle, 2017).

In Nigeria, the influence of socioeconomic status on child development has become a critical concern, given the country's persistent economic disparities and widespread poverty (Heidkamp, Piwoz, Gillespie & Keats 2021). Despite significant efforts by the government and various organizations to improve the living conditions of families, a large proportion of Nigerian children still grow up in environments that lack the essential resources necessary for health development. These conditions are especially pronounced among children from low socioeconomic status backgrounds, who are often exposed to adverse factors such as poor nutrition, inadequate healthcare, limited access to quality education, and unsafe living conditions (Canizares M, & Hogg-Johnson, 2018).

Research has shown that socioeconomic status is a key determinant of a child's physical, cognitive, social, and emotional development. However, in the Nigerian context, there is a gap in comprehensive studies that has systematically examined the specific ways in which socioeconomic status affects child development across different regions and communities in Nigeria. Therefore this study seeks to examine the influence of socio economic status on child development in Ikeja Local Government.

**Objectives**

The main objective is to examine the influence of socio economic status on child development in Ikeja, Local government of Nigeria. While the specific objectives are to:

*Identify the factors that affect socio economic status in child's development in Ikeja, Local government of Nigeria.*

*Assess the impact of socio economic status on child's physical development in Ikeja, Local government of Nigeria.*

*Assess the effect of socio economic status on child's psychological development in Ikeja, Local government of Nigeria.*

*Assess the effect of social development on child's social development in Ikeja, Local government of Nigeria.*

## III. Literature Review

Socioeconomic status (SES) is a multidimensional construct used to classify individuals or groups within society based on their economic, educational, and social standing. It is widely recognized as a key determinant of access to resources, opportunities, and overall well-being. Scholars such as Davis-Kean, Tighe, and Waters (2021) describe SES as encompassing the fundamental factors that position individuals or groups within a social hierarchy, while Oakes and Rossi (2023) note that it is reflected in and measured by the economic and social characteristics of family members. There is broad agreement that SES strongly influences children's academic achievement, cognitive development, and health outcomes, though debates persist regarding its conceptualization. Some researchers define SES primarily in terms of class or economic position, while others emphasize social prestige or status (Rao, 2019). Contemporary perspectives increasingly conceptualize SES in terms of capital—financial capital, human capital, and social capital—all of which directly influence individual and family well-being (Rebouças, Falcão, & Barreto, 2022; Pervaiz & Akram, 2019).

Empirical studies highlight the complexity of SES, which is influenced by income, occupation, and education in diverse ways. Financial capital is often indexed through household income and occupational status, though wealth may better capture long-term economic stability (Mahmudiono, Segalita, & Rosenkranz, 2019). Social and human capitals are also shaped by family structure, parental employment, and education (Entwisle & Astone, 1994; Sahithya & Manohari, 2019). Despite general agreement on the significance of these indicators, there is no consensus on how best to measure SES, whether through composite indices or separate indicators, and whether its meaning is consistent across cultural and ethnic groups (Blodgett & Lanigan, 2018; Bizzego, Lim, Schiavon, & Esposito, 2020).

A substantial body of literature has established strong links between SES and child development. Children from lower SES backgrounds are at greater risk of poor health outcomes, including prematurity, low birth weight, malnutrition, and developmental disabilities (Erdemir, 2022; Abraham & Franchett, 2021). Early health disadvantages often result from inadequate prenatal care, maternal substance use, poor nutrition, and hazardous living conditions. During childhood, low SES is associated with higher incidences of respiratory illnesses, stunting, sensory impairment, iron deficiency, and inadequate immunization (Rao, 2019; Odofin, 2018). These disparities are exacerbated by limited access to healthcare and environmental risks. Moreover, the consequences of early-life health problems are often more severe and enduring among children in low-

income households, contributing to developmental delays and long-term disadvantages (McLoyd, 1998; Oakes & Rossi, 2023). While the SES-health gradient varies across societies and appears less steep in more egalitarian nations (Petraviciene, 2018), the evidence consistently shows that low SES exacerbates vulnerability to disease, educational underachievement, and limited social mobility.

SES is best understood through its multiple dimensions, which include economic status, educational attainment, occupational status, social capital, and cultural capital. Economic status refers to household income, wealth, and material resources, shaping access to housing, healthcare, education, and quality of life (Canizares & Hogg-Johnson, 2018; Marmot, 2020). Educational attainment strongly predicts employment opportunities, income, and social mobility, with higher levels of education associated with better health and longer life expectancy (UNESCO, 2022; Heckman & Karapakula, 2021). Occupational status relates to the prestige, security, and income associated with one's job, with high-status occupations providing greater resources and stability than low-skilled, insecure jobs (Suryawan & Jalaludin, 2022; Wang, Wen, & Sim, 2022). Social capital refers to networks and relationships that facilitate access to resources and support. Individuals with strong social networks benefit from employment opportunities, social support, and resilience, whereas limited social capital reinforces isolation and disadvantage (Njunge & Walson, 2023; Abraham & Franchett, 2021). Cultural capital, on the other hand, involves non-financial assets such as language proficiency, cultural knowledge, and social etiquette. It shapes how individuals navigate institutions and influences mobility, often giving children from higher SES families significant advantages in academic and professional settings (Chibuzor, 2020; Bakken, Brown, & Downing, 2017).

The literature consistently demonstrates that poor parental SES negatively impacts children's physical, cognitive, emotional, and social development. Children from disadvantaged households face barriers to adequate nutrition, healthcare, and education, which increase their risk of malnutrition, stunted growth, and chronic illnesses such as asthma and anemia (Black et al., 2020). Low SES also restricts access to stimulating learning environments, early education, and academic resources, thereby reducing cognitive ability, IQ, and problem-solving skills (Noble et al., 2021). These deficits often manifest in poorer academic performance, higher dropout rates, and restricted future opportunities. Emotionally, children from low-income families are more likely to experience family stress, parental mental health challenges, and limited emotional support, which contribute to behavioral problems, aggression, anxiety, and depression (Conger et al., 2022). Socially, reduced participation in extracurricular activities, frequent relocations, and limited parental involvement hinder the development of social skills and peer relationships (Bradley & Corwyn, 2021). These disadvantages perpetuate intergenerational cycles of poverty, with affected children more likely to face unemployment, criminal activity, and early parenthood in adulthood (Chetty et al., 2021). Scholars such as Bradley and Corwyn (2021) emphasize that mitigating the negative effects of low SES requires comprehensive interventions, including improved access to education, healthcare, and social support, as well as policies that address structural inequalities.

## IV. Theoretical Framework

Bronfenbrenner's Ecological Systems Theory (EST), developed in 1979, is a widely recognized framework for understanding human development within a multi-layered environmental context. The theory emphasizes that child development does not occur in isolation but is shaped by different interacting systems, ranging from immediate family influences to broader societal factors. This framework is particularly relevant to the study of socioeconomic status (SES) and child development in Nigeria, as it provides a comprehensive lens for examining how economic, social, and environmental factors impact children's growth and well-being. According to Bradley and Corwyn (2021), Bronfenbrenner's theory is based on several key assumptions. First, human development occurs within multiple environmental systems, with interactions between a child and their surroundings—including family, school, and community—shaping their development. Second, development is influenced by interrelated systems, as the environment is not static but consists of interconnected structures that influence one another. For example, changes in a parent's workplace (exosystem) can impact parenting quality (microsystem). Third, children are active participants in their development, interacting with their surroundings, shaping, and being shaped by their context. Fourth, time plays a role in development, as the impact of environmental influences evolves, with earlier experiences exerting long-term consequences on a child's future. Finally, societal and cultural contexts are crucial, since a child's development is affected by larger socio-cultural and economic structures, such as government policies, cultural values, and social class.

Bronfenbrenner identified five environmental systems that influence child development. The microsystem represents the closest system to the child and includes direct relationships and interactions with parents, siblings, teachers, and peers. For example, children from low-income families may experience limited parental involvement due to work-related stress or financial constraints, which can negatively impact their emotional and cognitive development. The mesosystem consists of interactions between different microsystems, such as the relationship between a child's school and home environment, which can shape academic performance. If parents actively engage with teachers, the child is more likely to succeed, whereas in low-SES households, limited parental education may restrict such engagement. The exosystem comprises external environments that indirectly affect the child, such as parents' workplaces, healthcare access, and media exposure. Job loss or unstable employment may reduce access to quality nutrition, healthcare, and education, thereby hindering child development. The macrosystem refers to overarching societal influences, including cultural norms, economic policies, and government structures. In Nigeria, high levels of economic inequality and limited social welfare programs exacerbate challenges faced by children from low-SES families, restricting their developmental opportunities. The chronosystem incorporates the dimension of time, including life transitions and historical events, with economic recessions, family changes, and technological advancements leaving long-term effects on children. For instance, those growing up during economic crises may experience persistent disadvantages in education and health.

Despite its strengths, the theory is not without criticisms. Rao (2019) argued that Bronfenbrenner's framework places excessive emphasis on environmental factors while paying limited attention to biological and genetic influences. Although environment plays

a crucial role, heredity and innate temperament also shape developmental outcomes. Furthermore, while the theory describes different layers of environmental influence, it does not detail how specific interactions translate into developmental changes. Sahithya and Manohari (2019) added that the model provides only limited focus on individual agency. Although children are recognized as active participants in their environment, the theory does not sufficiently explore how children may resist or modify their circumstances, especially in disadvantaged settings. Additionally, the model's complexity makes it difficult to test all components within a single study, leading researchers to focus on isolated subsystems rather than the full ecological structure.

The application of this theory to the present study is significant in understanding how socioeconomic status influences child development in Nigeria, particularly in Ikeja Local Government Area of Lagos State. Within the microsystem, socioeconomic status directly affects the child's immediate environment, including parental involvement, sibling interactions, and relationships with teachers and peers. Children from low-income families often experience reduced parental involvement because their parents face work-related stress, long hours, or multiple jobs, leaving limited time for meaningful engagement. This can hinder emotional bonding, weaken social skill development, and reduce cognitive stimulation, such as reading or guided schoolwork. Conversely, children from higher-income families are more likely to experience consistent parental support through structured play, enrichment programs, and private tutoring. Within the mesosystem, the interaction between the home and school environment becomes critical. Parental engagement with teachers significantly influences a child's academic performance. Low-SES families may struggle to engage effectively with the educational system due to limited education or time constraints, while higher-SES families often advocate for their children and provide access to additional educational resources.

The exosystem also highlights indirect influences such as parents' employment conditions, healthcare access, and neighborhood environments. Job loss or unstable income among low-income parents can reduce access to quality education, healthcare, and proper nutrition, leading to negative developmental outcomes. In contrast, stable financial conditions in higher-SES households provide children with better healthcare, safe living environments, and enriching extracurricular opportunities. At the macrosystem level, broader societal and cultural contexts—such as economic inequality, weak social welfare systems, and cultural values—intensify the challenges faced by Nigerian children from disadvantaged backgrounds. In societies with stronger support systems, community programs and government interventions can help buffer the adverse effects of low SES, but in Nigeria, limited welfare policies perpetuate cycles of poverty. The chronosystem further demonstrates how life transitions and historical events affect development. Economic downturns, family disruptions, or the inability to access emerging technologies often impact children from low-income households more severely than their peers from wealthier families. Over time, these disadvantages accumulate, resulting in long-term developmental disparities.

## V. Methodology

This study employed a quantitative descriptive survey design to examine the influence of socio-economic status on child development within Ikeja Local Government Area of Lagos State, Nigeria. The target population comprised parents and caregivers of

children aged 2–18 years across selected religious institutions, schools, banks, and supermarkets in Oregun, Opebi, Magodo, and Maryland. A total population of 1,100 was estimated, and using the Taro Yamane formula with a 6% margin of error, a sample size of 221 respondents was determined. Convenience sampling was adopted due to accessibility, and official authorization was obtained from the Local Government Chairman to distribute questionnaires.

The primary instrument for data collection was a structured questionnaire titled "The Influence of Socio-Economic Status on Child Development in Ikeja." It consisted of six sections covering demographic data, basic developmental amenities, socio-economic factors, and the physical, psychological, and social dimensions of child development. The instrument underwent face and content validity checks, with expert review by the research supervisor to ensure alignment with study objectives. Reliability was tested through a pilot study involving 21 respondents in Ilishan Remo, Ogun State, and results were analyzed using Cronbach's Alpha.

Data collection was facilitated by an introductory letter from Babcock University, enabling smooth administration of the questionnaire. Responses were cleaned, coded, and analyzed using SPSS software. Descriptive statistics including frequency tables, percentages, means, standard deviations, and pie charts were employed to interpret the findings and present the data effectively.

## VI. Findings

### Results of Analysis

### Introduction

In this chapter, the results of the findings were presented. This includes respondent's socio-demographic characteristics; influence of socio economic status on child development in Ikeja, Local government of Nigeria. Two hundred and twenty-one copies of questionnaires were administered and all were completely and correctly filled and the data analyses were based on this numbers (221). Response rate was 100%.

Table 1: Socio-demographic Characteristics of Respondents

| Items (Age) | Frequency | (%) |
|---|---|---|
| 0-5years | 36 | (16.3%) |
| 6-10years | 74 | (33.5%) |
| 11-15years | 54 | (24.4%) |
| 15-18years | 57 | (25.8%) |
| Educational Level of The Child | | |
| Creech | 38 | (17.2%) |
| Nursery | 55 | (24.9%) |
| Primary | 60 | (27.1%) |
| Secondary | 68 | (30.8%) |
| Tertiary | 0 | (0.0%) |
| Others | 0 | (0.0%) |
| Family Structure | | |
| Single | 38 | (17.2%) |
| Both parents | 139 | (62.9%) |

| | | |
|---|---|---|
| foster parent | 26 | (11.8%) |
| Guardian | 18 | (8.1%) |
| Number of Children | | |
| 1 | 25 | (11.3%) |
| 2 | 74 | (33.5%) |
| 3 | 84 | (38.0%) |
| 4 | 26 | (11.8%) |
| 5 | 10 | (4.5%) |
| 6 | 2 | (0.9%) |

The table reveals that the majority (33.5%) were aged between 6-10 years, followed by 24.4% in the 11-15 years category. Regarding educational attainment, 30.8% were in secondary school, 27.1% in primary school, and 24.9% in nursery school. No respondents had reached tertiary education. Family structure analysis indicated that 62.9% of the children lived with both parents, 17.2% lived with a single parent, while 11.8% and 8.1% lived with foster parents and guardians, respectively. Additionally, 38% of households had three children, with smaller proportions having one (11.3%) or two children (33.5%).

Research Question One: What are the socioeconomic statuses (access to basic amenities) that contribute to child's development in Ikeja, Local government of Nigeria?

Table 2: Socioeconomic statuses (access to basic amenities) that contribute to child's development in Ikeja, Local government of Nigeria

| Items | Yes | No |
|---|---|---|
| Consistent access to clean water | 188 (85.1%) | 33 (14.9%) |
| Consistent access to electricity | 143 (64.7%) | 78 (35.3%) |
| Access to healthcare services | 119 (53.8%) | 102 (46.2%) |
| Access to educational resources (books, internet etc) | 189 (85.5%) | 32 (14.5%) |
| Access to conducive environment (shelter) | 174 (78.7%) | 47 (21.3%) |

Findings from table 2 showed that 85.1% of children had consistent access to clean water, 85.5% had access to educational resources like books and the internet, and 78.7% had access to a conducive living environment. However, access to healthcare services was lower, with only 53.8% reporting availability. Similarly, access to electricity was inconsistent, with 64.7% having regular electricity supply while 35.3% did not. These findings suggest that socioeconomic factors significantly influence the learning conditions available to children.

Research Question Two: What are the factors affecting socioeconomic status in child's development in Ikeja, Local government of Nigeria?

Table 3: Factors affecting socioeconomic status in child's development in Ikeja, Local government of Nigeria.

| Items | Strongly Agree F (%) | Agree F (%) | Disagree F (%) | Strongly Disagree F (%) |
|---|---|---|---|---|
| Parental employment status has a significant effect on a child's development? | 79 (35.7%) | 134 (60.6%) | 8 (3.6%) | 0 (0.0%) |
| Family income directly correlates with child's access to quality education and healthcare? | 49 (22.2%) | 149 (67.4%) | 21 (9.5%) | 2 (0.9%) |
| The nature of my job influences my child's access to education opportunities and social networks? | 42 (19.0%) | 96 (43.4%) | 68 (30.8%) | 15 (6.8%) |
| Mental stress and mental health issues can negatively affect a child's cognitive and emotional development? | 50 (22.6%) | 114 (51.6%) | 53 (24.0%) | 4 (1.8%) |
| A national economic stability positively impacts a child's future socioeconomic status? | 71 (32.1%) | 110 (49.8%) | 25 (11.3%) | 15 (6.8%) |

Table 3 shows that parental employment status was identified as a crucial factor, with 96.3% agreeing that it significantly affects child development. Furthermore, 89.6% of respondents believed that family income directly correlates with access to quality education and healthcare. Mental stress and national economic stability were also recognized as influential factors, with 51.6% agreeing that mental stress negatively affects children's cognitive and emotional development.

Research Question three: What are the effects of socio economic status on child's physical development in Ikeja, Local government of Nigeria?

Table 4: Effects Of Socioeconomic Status on Child's Physical Development in Ikeja, Local government of Nigeria

| Items | Very Often F (%) | Often F (%) | Sometimes F (%) | Rarely F (%) |
|---|---|---|---|---|
| How well does your child/children show a sense of creativity? | 16 (7.2%) | 57 (25.8%) | 135 (61.1%) | 13 (5.9%) |
| How often does your child/children visit the health care service? | 18 (8.1%) | 141 (63.8%) | 51 (23.1%) | 11 (5.0%) |
| How often does your child/children participate in any physical activities ( eg sports, indoor activities with friends )? | 32 (14.5%) | 147 (66.5%) | 31 (14.0%) | 11 (5.0%) |
| How often does your child/children interact with peers outside school? | 36 (16.3%) | 115 (52.0%) | 63 (28.5%) | 7 (3.2%) |

| | | | | |
|---|---|---|---|---|
| How often is your child/children able to have three full meals a day? | (13.6%) | 98(44.3%) | 73(33.0%) | 20(9.0%) |

Table 4 shows that creativity levels among children are relatively moderate, with 61.1% showing creativity "sometimes," while 25.8% exhibit it "often," and only 7.2% display creativity "very often." This suggests that socioeconomic factors may limit opportunities for creative expression. Regarding healthcare access, 63.8% of children visit healthcare services "often," while 23.1% do so "sometimes." However, 5.0% rarely access healthcare, which could indicate financial or accessibility barriers. Participation in physical activities is fairly high, with 66.5% engaging in sports or other activities "often" and 14.5% doing so "very often." This suggests that most children have some access to recreational activities, though 14.0% participate "sometimes" and 5.0% "rarely." In terms of peer interactions, 52.0% of children engage with peers outside of school "often," while 28.5% do so "sometimes." However, 3.2% rarely interact with peers, which may be attributed to social or economic constraints affecting their ability to participate in group activities. Food security is another critical factor, with only 13.6% of children having three full meals a day "very often," while 44.3% manage this "often." However, 33.0% of children have three meals "sometimes," and 9.0% "rarely," indicating that a significant proportion of children may be experiencing food insecurity.

Research Question Four: What are the effects of socio economic status on child's psychological development in Ikeja, Local government of Nigeria

Table 5: Effect of socio-economic status on child's psychological development in Ikeja, Local government of Nigeria

| Items | Very Often F (%) | Often F (%) | Sometimes F (%) | Rarely F (%) |
|---|---|---|---|---|
| How does your child/children engage in educational activities at home (reading, puzzles)? | 24 (10.9%) | 133 (60.2%) | 58 (26.2%) | 6 (2.7%) |
| How does your child/children express their emotions freely at home? | 29 (13.1%) | 144 (65.2%) | 48 (21.7%) | 0 (0.0%) |
| How does your child/children show signs of stress or anxiety? | 38 (17.2%) | 120 (54.3%) | 57 (25.8%) | 6 (2.7%) |
| How does your child/children react to uncomfortable or comfortable conditions his/her environment | 28 (12.7%) | 112 (50.7%) | 77 (34.8%) | 4 (1.8%) |
| How does your child/children express concerns about his/her schoolmates? | 44 (19.9%) | 116 (52.5%) | 55 (24.9%) | 6 (2.7%) |

Table 5 indicates that most children (60.2%) engaged in educational activities like reading and puzzles at home often, while 65.2% often expressed their emotions freely.

However, 54.3% often showed signs of stress or anxiety, and 52.5% frequently expressed concerns about their schoolmates. Creativity levels varied, with 61.1% of children only sometimes demonstrating creativity, while healthcare access was more consistent, as 63.8% visited health facilities often. Additionally, 66.5% of children engaged in physical activities like sports regularly. Shows that most children (60.2%) engaged in educational activities like reading and puzzles at home often, while 65.2% often expressed their emotions freely. However, 54.3% often showed signs of stress or anxiety, and 52.5% frequently expressed concerns about their schoolmates. Creativity levels varied, with 61.1% of children only sometimes demonstrating creativity, while healthcare access was more consistent, as 63.8% visited health facilities often. Additionally, 66.5% of children engaged in physical activities like sports regularly.

Research Question Number 5: What are the effects of socioeconomic status on child's social development in Ikeja Local Government of Nigeria?

Table 6: Effects Of Socioeconomic Status on Child's Social Development in Ikeja, Local government of Nigeria.

| Items | Very Often F (%) | Often F (%) | Sometimes F (%) | Rarely F (%) |
|---|---|---|---|---|
| How does your child/children interact with peers outside of school? | 34 (15%) | 102 (46%) | 77 (35%) | 8 (4%) |
| How do you discuss your child's/children day to day interactions with others (friends, teachers,) with them? | 39 (18%) | 132 (60%) | 44 (20%) | 6 (3%) |
| How does your child/children experience any difficulties in making or keeping friends? | 45 (20%) | 83 (38%) | 87 (39%) | 6 (3%) |
| How does your child/children participate in community events (eg church programs, peers birthday party)? | 28 (13%) | 103 (47%) | 67 (30%) | 23 (10%) |
| How much does your child/children benefit from available community resources? | 24 (11%) | 69 (31%) | 81 (37%) | 47 (21%) |

Table 6 reveals that 46% often interacted with peers outside school, while 38% faced difficulties making or keeping friends. Community participation varied, as 47% of children often attended events such as church programs or birthday parties, while only 31% frequently benefited from available community resources. Parental involvement in discussing social interactions was high, with 60% of parents engaging in such discussions often.

## VII. Discussion of Findings

This study explored the multifaceted impact of socioeconomic status (SES) on various dimensions of child development—cognitive, physical, psychological, and

social—within Ikeja Local Government Area of Nigeria. The findings consistently affirm that SES plays a significant role in shaping children's developmental outcomes, though its influence is nuanced by other mediating factors. The study revealed that children from lower-income households often face limited access to education and healthcare, resulting in poorer cognitive and emotional outcomes. This aligns with Adeyemo (2020) and Aderibigbe (2019), who emphasized the importance of financial stability and parental employment in fostering a conducive learning environment. However, Ehigiamusoe (2019) and Dike (2021) challenge the notion that income alone determines developmental success. They argue that early childhood interventions, parental involvement, and strong emotional support can buffer the negative effects of financial instability, suggesting a more holistic approach to child development.

Findings from the second research question confirm that SES significantly affects children's physical development. Odofin (2018) highlighted that financial constraints often lead to household stress and instability, which in turn impact children's emotional and cognitive growth. Oakes & Rossi (2023) reinforced this by showing that children from financially stable homes perform better academically and exhibit higher psychological well-being. Nevertheless, Davis-Kean et al. (2021) emphasized that targeted early learning programs and quality preschool education can mitigate SES-related disadvantages, underscoring the importance of accessible intervention. It also examined the psychological disposition of children in relation to SES. The study found that 60.2% of children regularly engage in educational activities, and 65.2% freely express their emotions—both indicators of positive psychological development. These findings are supported by Oakes & Rossi (2023) and Pervaiz & Akram (2019), who link educational engagement and emotional expression to improved emotional intelligence and social skills.

However, 54.3% of children lacked proper coping strategies, highlighting a gap in emotional regulation. Interestingly, Rebouças et al. (2022) noted that children from high-income families may experience psychological distress due to academic pressure, suggesting that SES-related stressors vary across income levels. Sahithya & Manohari (2019) further argued that unstructured play may be more beneficial than rigid educational routines, advocating for a balanced developmental approach. The study also focused on social development, revealing that 60% of parents frequently discuss their children's social interactions. This underscores the role of parental involvement in shaping interpersonal skills, as supported by Blodgett & Lanigan (2018). However, Abraham & Franchett (2021) and Erdemir (2022) emphasized the importance of community engagement, noting that structured extracurricular activities foster leadership and problem-solving skills. The study found that only 31% of children accessed community resources, indicating a disparity in social development opportunities based on SES.

## VIII. Conclusion

The study concludes that there is a significant impact of socioeconomic factors on various aspects of child development, including education, healthcare access, psychological well-being, and social interactions. Parental employment and family income emerged as critical determinants of children's access to quality education, healthcare, and an enabling living environment. Children from financially stable

households had better opportunities for learning and overall well-being, while those from lower-income backgrounds faced challenges such as inconsistent access to electricity, healthcare services, and community resources. Also Psychological well-being was also a major concern, as many children exhibited signs of stress and anxiety, with financial instability contributing to emotional distress. While a significant proportion of children engaged in educational and physical activities, creativity levels remained moderate, suggesting that structured learning environments may limit opportunities for creative expression. Additionally, parental involvement played a crucial role in shaping children's social interactions, yet limited access to community resources restricted broader social development.

## IX. Recommendations

Considering a report of lack of financial support and unemployment as crucial factors in child development, government and non-governmental organizations (NGOs) should implement financial assistance programs. These could include income-support initiatives, job training programs for parents, and microfinance opportunities to help families achieve economic stability and improve children's access to education and healthcare.

Government agencies should consider subsidizing healthcare services for low-income families and increasing the number of community-based health centers to improve accessibility for children, particularly in underserved areas.

Local governments and community organizations should expand child-friendly initiatives, such as after-school programs, mentorship schemes, and creative learning workshops, to enhance children's social and cognitive development.

With over half of the respondents acknowledging that mental stress affects children's cognitive and emotional well-being, schools and community centers should integrate mental health programs. This includes providing counseling services, stress management workshops, and parental guidance programs to help families create emotionally supportive environments for their children.

## X. Limitation of the Study

The study relied on self-reported responses from participants, which may be subject to bias, exaggeration, or underreporting, potentially affecting the accuracy of the findings.

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