

**Comparative Assessment of Academic Achievement of Secondary .... (Kura, et.al. 2022)**

**Comparative Assessment of Academic Achievement of Secondary School Students from Varied Parental Motivation and Socio-Economic Status in Nassarawa Education Zone, Kano State, Nigeria**

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**Abstract**

This study examined the difference in Academic Achievement of Senior Secondary School students from varied Parental Motivation and Socio-economic Status in Nasarawa education zone, Kano state. Four research objectives with their two corresponding research questions and two hypotheses were formulated to guide the study. An ex-post facto research design was employed for the study. The population of the study consist of all SS III students who have taken 2019/2020 session qualifying examination in Nasarawa education zone out of which a sample of 346 students were drawn as sample. Socioeconomic status scale (SESS) and Parental Motivation scale (PMS) were used as data collection instruments. The instruments were validated and found to have reliability index of 0.89 and 0.78 respectively. Simple percentage and independent sample t-test were used in analyzing the data. Computed result revealed that majority of the students belongs to the category of high level of parental socioeconomic status and parental motivation. The study equally revealed that students' academic achievement significantly differs on the account of parental socioeconomic status ( $t= 4.576$ ,  $p= .000$ ,  $p < .05$ ) among Senior Secondary School students in Nasarawa education zone, parental motivation ( $t= 5.349$ ,  $p= .000$ ,  $p < .05$ ). In line with the findings the study recommended that Parents are advice to increase the level of their motivation to their children, so that all students will be carried alone academically. Parents should find ways of developing and increasing their socio-economic status so that no students will be left behind due low level of socio-economic status of their parents. Parents should continue to support and guide their children to maximize their performances in school system.

**Keywords:** Parental Motivation, Socio-economic Status and Academic Achievement

**Introduction**

Education remains the best legacy parents can give to their children. The development of the nation started from the family. When the family succeeded in teaching and impacting good



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values in their children, the country become a better place to live. It is generally believed that the basis for any true development must commence with the development of human resources. Broadly, Socio-economic Status comprised of socio-cultural aspects, economic, education and possession of goods and services which are avails in a family. (Islam & khan, 2017). “Socio-economic Status (SES) is the term used to distinguish between people’s relative position in the society in terms of family income, political power, educational background, and occupational prestige”.

Parent with high socio-economic status enrol their children to school earlier than those with low socio-economic status. Parents with high level of socio-economic status tends to provide necessary books, learning materials and arrange extra lesson for them. In spite of all these, the socio-economic status of the family has its own role to play on the general development of the child. Socio-economic status is commonly conceptualized as the social standing or class of an individual or group. It is often measured as a combination of education, income and occupation, while education is the process of developing or training an individual to cope with the challenges of living. The quality of educated individuals available in any society determines its pace of development (A.P.A, 2019).

School training helps to introducing students into efficient social beings and train them to further their education in order to become progressive members of the society. This is because the school is the entity built by the community or society to realize desirable goals. The community builds its schools and the schools are expected to build their community by providing the human capital that will mobilize other material resources. Socioeconomic status (SES) was a measure of one’s access to collectively desired resources and was a fundamental construct in the social and health sciences. Measures of SES, and statistics based on them such as variances, are necessary to quantify if not understand the level of stratification or inequality in or between societies (Warren, (2013). Without sound measures of SES, it is impossible to capture and understand changes to the structure of a society, understand the intergenerational change of social status over time, the relationship between other important social variables such as race or sex which were masked by the evident and often dominant relationship between outcomes and SES.

Globally, efforts were geared towards enhancing the educational process of student’s academic achievement in secondary schools. However, there are differences in student’s attributes, and desire for parents to provide better educational opportunities to the children (Muola, (2012). It is observed that in Nassarawa education zone, Kano State parents of different occupation, classes often have different styles of child rearing, different way of disciplining their children, and different way of treating the children. These differences did not express themselves consistently as expected in the case of every family; rather they influence the average tendencies of families for different occupational classes.

Moreover, education remains an indisputable means for individuals significantly to all spheres of human endeavour and evidently, it have been used by people to promote their social, economic, and political status. Education is thus viewed as a tool for change. However, the desire of parents to provide better educational opportunities to their children depends largely on their level of influence both at home and in schools. Students from low social class may lack efficient learning materials and emotional stability which in turn may affect their academic achievement. Lack of support and guidance from parents may also affect the academic achievement of a child.



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In this research, the goal is to further understand how the different in parental levels of motivation and socioeconomic status affect academic achievements of the students of secondary schools particularly in Nasarawa education zone Kano State.

Parents are one of the most influencing elements on the lives of their children. They have the power; ability to shape, sustain and develop their children's who will be interested, creative, and tolerant through their positive motivation in learning process and educational activities. On the other hands, parents who do not involve in their children's educational process are also considered to be capable of pressing and destroying the motivation and ability of their children through neglect and indifference to their achievement. Motivation comes from different forms and stake-holders, but the one that create a foundation is that of the parents. Ahmad and Najeema (2013) opined that when father and mother are educated, they appear to motivate their children to learn better as compare to parents who are not educated. Muola (2012) states that poverty discourages many of our students to put the effort in their academic activities especially when a child could not have reading materials at home to read and do all their assignments given to them. As a result of inability of some students to acquire some reading materials, it may discourage the students' ability to learn things on their own and at their own time. Warren (2014) observed that many studies were conducted, and they have revealed that parental socioeconomic status has a significant positive influence on children learning.

Socio-economic status has a relatively strong impact on parental motivation compared to other factors. However, there is a question to how far the strength of parents' socio-economic status could inspire the students to achieve academic success. Parental motivation has positive impacts on students academic achievement at all levels, though motivation is probably more important for low SES schools, as they are more likely to have lower test scores and graduation rates.

Socio-economic status is conceptualized as the social standing or class of an individual or group. It is often measured as a combination of education, income and occupation. Socio economic status is an economic and sociological combined total measures of person's work experiences and of an individual's or and occupation (Milne & Plourde, 2008). This indicate that when analyzing a family's socio economic status, the household income, earner's education and occupation are examined, as well as combined income, versus with an individual, when their own attributes are assessed.

Annette (2007) observes that socio economic status is typically broken into three categories, high, middle, and low to describe a three areas of family or an individual may fall into when placing a family or individual into one of these categories any or all of the three variables income, education, and occupation can be assessed. Additionally, low income and little education have shown to be strong predictors of a range of physical and mental health problems due to environmental conditions may be the entire cause of the person's social predicament to being with.

Simiyu (2001) asserts that family income refers to wages, salaries, profits, rents and any flow of earnings received. Income can also come in the form of unemployment or workers compensation, social security, pensions, interest or dividends, royalties, trusts, or the governmental, public, or family financial assistance. Income can be looked at in two terms, relative and absolute. Absolute income, as theorized by economist, Keynes, is the relationship in which as income increases, so will consumption, but not at the same rate. Relative income dictates a



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person or family's saving's and consumption based on the family's income in relation to others. Income is commonly used measured of social economic status because it is relatively easy to figure for most individuals.

According to Maslow as cited in Mangal (2014), learners in courses or training can be preoccupied, they worry about other courses, their home life, friends, extracurricular activities, physiological needs like food and sleep, and the list goes on. When learners are preoccupied with these concerns, learning and achievement are regularly put on the back burner. Similarly, according to one human psychologist, William (1999), it is because current concerns are driving the learner's behavior. When learners are concerned about certain needs, their behavior is centered on meeting those needs. Other concerns will then take precedence over learning and achievement. So how do we get our learners to focus on learning? Instructors can help learners satisfy needs, so the focus can be on content, learning, and achievement. Likewise, parental motivation and help a learner to achieve what he is expected to achieved.

Max Weber was strongly influenced by Marx's ideas but rejected the possibility of effective communism, arguing that it would require an even greater level of detrimental social control and bureaucratization than capitalist society. Moreover, Weber criticized the dialectical presumption of a proletariat revolt, maintaining it to be unlikely. (Holden and Miller, 1999) Instead, he develops a three-component theory of stratification and the concept of life chances. Weber held there are more class divisions than Marx suggested, taking different concepts from both functionalist and Marxist theories to create his own system. He emphasizes the difference between class, status, and power, and treats these as separate but related sources of power, each with different effects on social action. Working half a century later than Marx, Weber claims there to be four main social classes: the upper class, the white collar workers, the petite bourgeoisie, and the manual working class. Weber's theory more-closely resembles contemporary Western class structures, although economic status does not currently seem to depend strictly on earnings in the way Weber envisioned.

Several empirical study have documented that parental motivation has an influence over academic achievement of student, among which include the study of Ozoji (2003) on influence of parental motivation on academic achievement among secondary school students in Anambra state Nigeria, and concluded that there is a significant different in academic achievement of the students from differential level of parental motivation in favour of students which high parental motivation. Also, Muraina and Muraina (2014). Parental involvement and school infrastructural facilities as determinants of secondary school, students learning achievements in Ilesiwaju local government area of Oyo State, Nigeria The study concluded that, most of students have high level of parental motivation and parental motivation has positive impact on academic achievement of the students.

Also, Samuel (2012) conducted a study on the influence of socio-economic status and school location on secondary school students' performance in accounting in Kwara and Osun State, Nigeria. The findings revealed that majority of students their parents have low level of socio-economic status, and parental educational level, occupation, social standing and school location had significant influence on students' academic performance in Accounting in Kwara and Osun States. In their findings they concluded that, socio-economic status and school location were significant factors that contributed to students' academic performance. It was recommended that



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social and economic policies should be put in place by government to enable children from low economic status to have equal opportunity of advancing their education.

Similarly, Machebe and Odozi (2014,) conducted a study on the influence of parental socioeconomic status on academic performance of students in selected schools in Enugu State of Nigeria, with a total population of 6751, a sample of 365 Students were randomly selected, questionnaire was used as the data collection instrument, PPMC was used to analyses the result, and it found that parental socioeconomic status have a positive correlation with academic performance of their children. In line with the above, this study was conducted to find out whether there is difference in academic achievement among senior secondary schools students on the basis of different level of parental motivation and socio-economic status in Nassarawa education zone, Kano State.

**Objectives of the Study**

1. To determine the proportion of secondary school students in high and low levels of parental motivation in Nassarawa Education Zone, Kano State
2. To determine the proportion of secondary school students in high and low levels of socio-economic status in Nassarawa Education Zone, Kano State
3. To find out the difference in academic achievement between Secondary School students from low and high levels of Parental Motivation in Nassarawa education zone, Kano State.
4. To find out the differences in academic achievement between Secondary School students from low and high levels of socio-economic status in Nassarawa education zone, Kano State.

**Research Questions**

1. What is the proportion of secondary school students in high and low levels of parental motivation in Nassarwa Education Zone, Kano State?
2. What the proportion of secondary school students is in high and low levels of parental socio-economic status in Nassarwa Education Zone, Kano State?

**Hypotheses**

1. There is no significant difference in academic achievement between Secondary School students from low and high levels of Parental Motivation in Nassarawa education zone, Kano State.
2. There is no significant difference in academic achievement between Secondary School students from low and high levels of parental socio-economic status in Nassarawa education zone, Kano State.

**Methodology**

Descriptive survey design was employ for the purpose. This is because the study aimed to compare the cause and effect relationship between the parental motivations and socio-economic status on students' academic achievement. The descriptive survey design was appropriate because it is a design that a group of people are studied by collecting and analyzing data from such a group of people who are considered to be a representative of the population (Okwor, 2011).

The population of the study comprised all SSIII students of Nassarawa education zone of 2019/2020 session. According to statistical data obtained from Kano State Senior Secondary





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School Management Board, the population was ten thousand and seventy three (10,073) SSIII students. Out of which sample of three hundred and forty six (346) students were selected using multi-stage sampling technique and used as a sample as recommended by research adviser (2006). Data was collected using Parental Motivation Scale (PMS) And Parental Socioeconomic Status Scale developed by Kuppuswamy (1976).

The first instrument for this study was a structured questionnaire developed by the researcher. The researcher developed instrument (“Titled”) Parental Motivation Scale (PMS) the instrument was designed based on the objectives of the study and in line with ages and class levels of the respondents. The instrument was made up of two (sections A and B) section A Consist of students’ information while section B consists 20 items measuring parental motivation.

Socio-economic Status Measurement scale (SESMS) developed by Kuppuswamy (1976) was adapted for this study. This scale was devised by Kumpuswamy in 1976 and consists of a composite score with includes the education and occupation of the family head along with income per month of the family, which yields score of the 1-29 This scale classifies the study population into five SES. Often, occupation and education of the head of the family are not changeable with time. However, the income categories in the scale their scoring following the changes in consumer price index (CPI), thus making the socioeconomic scale applicable to the study populations.

To ensure the quality of data to be collected, the instruments were validated using randomly selected 50 students from GSS DARMANAWA that are not part of the research sample Kuppawamy scales were administered with Udai Pareekh Scale. While, Parental Motivation Scale was administered with Parental Involvement Scale to establish the convergent validity. The correlation revealed 0.831 and 0.811 for the first and later respectively. And the instruments has the internal reliability of 0.78 and 0.89 respectively. Moreover, Kano State qualifying examination result of English Language (2019/2020) session was used as measure of academic achievement.

The researchers have employed and adopted all formal and ethical issues in gaining access with the respondents. The two instruments were administered simultaneously to the selected samples by themselves during their break hours. Intake administration of the instruments was adopted, meaning students were required to fill both instruments and return to the researcher and his assistance instantly. Thus no student is allowed to take home the instruments this was done to reduce and control the level of mortality. The data collected from this study was analyzed using SSPS. Frequency and simple percentage were used to answer the research questions while t-test for independent sample was used in testing hypotheses of the study, at 0.05 level of significance.

## Results

### Research Question 1

What is the proportion of secondary school students in high and low levels of parental motivation in Nassarwa Education Zone, Kano State?

**Table 1: Proportions of secondary school students in high and low levels of parental motivation in Nassarwa Education Zone, Kano State**

Variable	Level	N	Percent%	Mean
Parental Motivation	High	308	89%	64.86
	Low	38	11%	42.57
<b>Total</b>		<b>346</b>	<b>100%</b>	

To determine the level of parental motivation among senior secondary school students in Nassarawa Education zone of Kano state, collected data was analysed using descriptive statistics of frequency count and percentages. From the table, a total of 308 students representing 89% of the study sample were found to have high level of parental motivation while only 38 students representing 11% of the study sample were found to have low level of parental motivation. Base on the obtained figures, it is evident that majority of senior secondary school students in Nassarawa Education zone of Kano state belongs to the category of high level of parental motivation.



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### Research Question 2

What is the proportion of secondary school students in high and low levels of parental socio-economic status in Nassarwa Education Zone, Kano State?

**Table 2: Proportions of secondary school students in high and low levels of parental socio-economic status in Nassarwa Education Zone, Kano State.**

Variable	Level	N	Percent%	Mean
Socio-economic status	High	330	95%	63.74
	Low	16	5%	35.06
<b>Total</b>		<b>346</b>	<b>100%</b>	

Table 2 above present the levels of parental socio-economic status among senior secondary schools students in Nassarawa education zone, Kano State. The table revealed that majority of the respondents their parents found to have high level of parents socio-economic status (High socio- economic status 330 - 95% and Low 16 - 5%).

### Hypothesis One (Ho<sub>1</sub>)

There is no significant difference in academic achievement between Secondary School students from low and high levels of Parental Motivation in Nassarawa education zone, Kano State.

**Table 3: t-test analysis of the difference in academic achievement between secondary school students from high and low level of parental motivation in Nassarawa Education Zone, Kano State.**

Parental Motivation	N	X	SD	t-value	Df	P-value (2-tailed)	Decision
High	308	64.86	24.04	5.349	344	.000	Rejected
Low	38	42.57	25.71				

From table 3 above, students from parents with high parental motivation were having an average score of (M= 64.86) on academic achievement while students from parents with low parental motivation were having an average score of (M= 42.57) on academic achievement. Computed result from t-test analysis ( $t= 5.349$ ,  $p= .000$ ,  $p < .05$ ) revealed that the obtained average score on academic achievement for students from parents with high parental motivation (M= 64.86, SD= 24.04) is significantly different from that of students from parents with low parental motivation (M= 42.57, SD= 25.71). Based on the obtained result, the stated null hypothesis was rejected. The result revealed that a statistically significant difference exists in academic achievement due to parental level of motivation in favour of students from parents with high parental motivation. Meaning, students with high level of parental motivation are academically better than those with low level of parental motivation.

### Hypothesis Two (Ho<sub>2</sub>)

There is no significant difference in academic achievement between students with low and high levels of parental socioeconomic status among Senior Secondary School Students in Nassarawa education zone, Kano State.

**Table 4: t-test analysis of the difference in academic achievement between secondary school students from high and low level of parental socio-economic status in Nassarawa Education Zone, Kano State:**

Parental SES	N	X	SD	t-value	Df	P-value (2-tailed)	Decision
High	330	63.74	24.15	4.576	344	.000	Rejected
Low	16	35.06	30.86				



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Table 4 above indicates that, students from parents with high socioeconomic status were having an average score of ( $M=63.74$ ) on academic achievement while students from parents with low socioeconomic status were having an average score of ( $M=35.06$ ) on academic achievement. Computed result from t-test analysis ( $t=4.576$ ,  $p=.000$ ,  $p<.05$ ) revealed that the obtained average score on academic achievement for students from parents with high socioeconomic status ( $M=63.74$ ,  $SD=24.15$ ) is significantly different from that of students from parents with low socioeconomic status ( $M=35.06$ ,  $SD=30.86$ ). Based on the obtained result, the stated null hypothesis was rejected. The result revealed that a statistically significant difference exists in academic achievement due to parental level of socioeconomic status in favour of students from high socioeconomic status. Meaning students from high level of parental socio-economic status perform academically better compared to their counterpart.

### **Discussion of the Findings**

This study investigated influence of parental motivation and socio-economic status on academic achievement among senior secondary schools students in Nassarawa Education Zone, Kano State. The findings of this study are discussed and compared with empirical studies done previously by other researchers. These discussions are carried out based on the issues relevant with the research question and null hypotheses that guided the study. The study revealed that, most of the students in the study area were found to be in the high level of parental motivation. This is due to the fact that out of 346 students, 308 (89%) are from high level of parental motivation, while only 38 (11%) are from low parental motivation. This finding is in support of the study of Muraina and Muraina (2014) who conducted a study in Oyo state, Nigeria and found out that majority of students have high level of parental motivation. This agreement of these two different studies may be due to the inner need of the parents to educate their children and to have brighter level of education.

Also the study indicated majority of senior secondary schools students in the study area their parents found to have high level of Socio-economic Status. (High level socio-economic status  $N=330$ , 95% while Low level of Socio-economic Status  $N=16$ , 5%). This finding is also in contrast with the finding of Samuel (2012) who conducted a study in Kwara state, Nigeria and found out that majority of the respondents have low level of parental socio-economic status. This disagreement of these two studies may be due to the difference in location and culture of the respondents.

Another finding of the study from hypothesis one showed that, a statistically significant difference was found in senior secondary school students' academic achievement due to parental level of motivation. This was based on the obtained result ( $t=5.349$ ,  $p=.000$ ,  $p<.05$ ) which shows that senior secondary school students from parents with high parental motivation have a significantly higher academic achievement than their counterparts with low parental motivation. According to this study, students that were being motivated and encourage by their parents have higher academic achievement than their counterparts. The findings of this study is in line with studies of Ozoji (2003), and Muraina and Muraina (2014) who concluded that that parental motivation influence academic achievement among their respondents.

The last finding of the study revealed that, there is significant difference in Academic achievement between students with high and low level Parental Socio-economic Status of the





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participants, in favour of students with high levels of Parental Socio-economic Status. Meaning, students with high levels of Parental Socio-economic Status were academically brighter compare to the students with low socio-economic status. The finding of this study support the findings of Machebe and Odozi (2014,) Samual (2012), who concluded that students from high level of parental socio-economic status perform academically better that with students from low level of parental socio-economic status.

### **Conclusion**

From the findings of this study, It was concluded that most of senior secondary schools students in Nassarawa Education Zone are from high level of parental motivation; most of respondent of this study are from low socio-economic status; parental level of motivation influence academic achievement of the respondent in the study area. Also students from high level of parental socio-economic status were academically brighter compared to their counterpart from low socio-economic status.

### **Recommendations**

1. Parents are advice to increase the level of their motivation to their children, so that all students will be carried alone academically.
2. Parents should find ways of developing and increasing their socio-economic status so that no students will be left behind due low level of socio-economic status of their parents.
3. Parents should continue to support and guide their children to maximize their performances in school system.
4. Parents should also continue to invest their resource for their children's education that will help in achieving high level of academic achievement.

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