

**INFLUENCE OF PARENTAL SOCIO-ECONOMIC STATUS ON THE ATTITUDE OF
SECONDARY SCHOOL STUDENTS TOWARDS LEARNING IN OREDO LOCAL
GOVERNMENT AREA, BENIN CITY, EDO STATE.**

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**A RESEARCH WORK SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
MANAGEMENT, FACULTY OF EDUCATION UNIVERSITY OF BENIN, BENIN CITY
IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF THE
DEGREE OF BACHELOR OF SCIENCE (EDUCATION) IN ECONOMICS AND
STATISTICS.**

OCTOBER, 2025.

CERTIFICATION

We the undersigned acknowledge that this research work was carried out by IBHARALU Gift with Matriculation Number EDU2102342 of the Department of Educational Management, Faculty of Education, University of Benin, Benin City, Nigeria.

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DEDICATION

This Research work is dedicated to all Secondary School students, my parents Mr. and Mrs. Godwin Iharalu and my Siblings.

ACKNOWLEDGEMENT

I humbly wish to give God Almighty the Glory for being the source of wisdom, understanding, strength, provision, ever present help, comfort and him being a fortress of refuge during the writing of this research work and in my Life.

My Sincere gratitude goes to my project supervisor, Prof. (Ven) Mon. Nwadiani for his supervision, accessibility and fatherly guidance during the research process.

My greatest indebtedness go to my parents Mr. and Mrs. Godwin Ibhharalu whose love, prayers, unending encouragement, understanding, financial and moral support, constant interactions led to the completion of my School programme and this research work.

My appreciation goes to my siblings; Marvelous, Louis, Elijah and Sister-in- law Rachel.

Pastor Austin Omoregie and his Family, all Pastors and members of The Deeper Life Campus Church Benin-East and Benin Region, Godwin Umukoro, Adebola Samuel, Gift Emetulu for all their help and prayers, my paddy Charity , all my course mates and my friends Amara and Gift, my roommates from first year to the last..... wonderful people.

I also want to thank Mr. O.P. Okhuoya 100l course adviser, the lecturers in Faculty of Education and of the Department of Educational Management, Faculty of Social sciences Economics Department, University of Benin, Benin City, Mr. Bright for all his help. To all those whose names were not mentioned, may God bless you all, you will never lack help when you need it.

TABLE OF CONTENTS

TITLE PAGE	i
CERTIFICATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	v
LIST OF TABLES	viii
ABSTRACT	ix
CHAPTER ONE: INTRODUCTION	1
Background to the Study	1
Statement of the Problem	5
Research questions	7
Research Hypotheses	8
Purpose of the Study	9
Significance of the study	11
Scope and Delimitation of the Study	12
Definition of Terms	13
CHAPTER TWO: REVIEW OF RELATED LITERATURE	15
Theoretical frame work:Social Learning Theory.	16

Concept of Parental Socio-Economic Status (SES)	19
Concept of Parental Education	20
Concept of Parental Income	22
Concept of Parental Occupation	24
Concept of Students' Attitude Towards Learning	26
Parental Influence on Students' Attitude towards learning	29
Age and Students' Attitudes Towards Learning	31
Gender and Students' Attitudes Towards Learning.	34
Summary of Review of Related Literature	36
CHAPTER THREE: METHODOLOGY	39
Research Design.	39
Population of the Study.	39
Sample and Sampling Technique.	39
Research Instruments	42
Validity of the Research Instrument.	42
Reliability of the Instrument.	43
Method of Data Collection.	43
Method of Data Analysis.	43
CHAPTER FOUR:PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS	45

Presentation of Result	45
Discussion of Findings	57
CHAPTER FIVE: SUMMARY , CONCLUSION AND RECOMMENDATION	61
Summary	61
Findings	64
Conclusion	65
Recommendations	66
Suggestion For Further Studies	66
REFERENCES	67
APPENDIX A:	72
APPENDIX B:	75
APPENDIX C:	76

LIST OF TABLES

Table

1. The sample size of secondary school students.
2. Descriptive statistics on Influence of socio-economic Status of Parents on attitude of secondary school students towards learning.
3. Two-way Anova on the relationship between socio-economic status of parents on the attitude of secondary school students towards learning.
4. Descriptive statistics on Influence of parental income on attitude of secondary school students towards learning.
5. Two-way Anova on the relationship between parental income and the attitude of secondary school students towards learning.
6. Descriptive Statistics of parental occupation.
7. Two-way Anova on the relationship between parental occupation and the attitude of secondary school students towards learning.
8. Descriptive Statistics of parental Education.
9. Two-way Anova on the relationship between parents' level of Education and the attitude of secondary school students towards learning.
10. Two-way Anova on the relationship between student's sex and the influence of parental socio-economic status on the attitude of secondary school students towards learning.
11. Two-way Anova on the relationship between students age and the influence of parental socio-economic Status on the attitude of secondary school students towards learning.

ABSTRACT

This study examined the influence of parental socio-economic status (SES) on the attitude of secondary school students toward learning in Oredo Local Government Area, Benin City, Edo State. Six research questions were raised and hypothesized. The hypotheses were tested at 0.5 level of significance.

A descriptive survey design was adopted, and data were collected from 102 students selected through a stratified random sampling technique from both public and private Secondary schools. The research instrument was a structured questionnaire validated by experts and found reliable with a Cronbach Alpha coefficient of 0.682. Data analysis was carried out using descriptive statistics and Two-Way ANOVA.

Findings revealed that there was no significant relationship between parental socio-economic status and students' attitudes toward learning, specifically parental income, Occupation and Education did not significantly influence the attitude of secondary school students towards learning, both high and low SES students can display positive or negative attitude depending on factors such as parental involvement, teacher support and school environment. Also, sex had no significant influence which implied that there was gender equality prevalent in the study location. Conversely Age showed a significant influence on Students' attitude towards learning indicating that older students are more cognitively aware of socio-economic disparities and may internalize these differences in their motivation and attitude towards learning. The study concludes that effective parental engagement, supportive schools and intrinsic motivation shape students learning attitude than parental socio-economic status alone. It recommended that Parents and policymakers should foster supportive environments to enhance positive learning attitude.

CHAPTER ONE

INTRODUCTION

Background to the Study

Education is a vital tool for the development of any society. It plays a key role in shaping the attitudes, behavior, and future opportunities of young people. Education is widely recognized as a critical factor for success, as it provides a pathway to improving an individual's socio-economic status and a better quality of life (OECD, 2020). It not only imparts knowledge and cognitive skills but also shapes values, attitudes, and behaviors that influence personal growth and societal progress. Through education, individuals acquire the competency needed to participate actively in social, economic, and political life. It lays the foundation for responsible citizenship by instilling principles such as discipline, respect for diversity, and civic responsibility. Hence Charles, (2024) recognized that Education remains a fundamental driver of economic, political, and social development. Countries with higher literacy and school enrollment rates tend to experience faster economic growth, lower crime rates, and improved health outcomes (UNESCO, 2022).

Academic achievement, measured by factors such as test scores, grade point averages, and educational attainment, is often considered a crucial indicator of educational success. However,

students' attitudes toward learning are not shaped by school alone. In most societies, the school system is expected to play the primary role of providing academic instruction, moral training, and personal development. However, research has shown that a student's home environment significantly shapes their overall experience in school particularly their attitude toward learning. One of the most critical aspects of the home environment is the socio-economic status (SES) of parents. Parental SES refers to the socio-economic conditions in which a student is raised. This typically includes the income level, educational level and occupation of the parents. These factors directly and indirectly influence how much support a student receives at home, their access to learning materials, the value placed on education in the home, and their general readiness to learn. According to Qiu, Y. & Ye, P. (2023), children from high-SES parents are more likely to receive adequate support for their academic work, both financially and emotionally. These students are often provided with private tutoring, internet access, and other educational resources that can enhance positive attitude towards learning.

Students from parents with low socio-economic status (SES) are often exposed to a range of challenges that negatively influence their attitude towards learning. These parents typically struggle with poverty, unemployment, or underemployment, which limits their ability to meet basic educational needs such as textbooks, school uniforms, examination fees, and transportation. In many Nigerian communities, parents may prioritize survival over schooling, especially when

daily income is unstable. As a result, students from low-SES parents are often sent to hawk goods, work as apprentices, or assist with farming and domestic chores before or after school. These added responsibilities compete with school time and reduce opportunities for rest, study, or homework completion, hence students from parents with low-socio economic Status will often face social and economic barriers that influence their attitude towards learning and motivation in class. The psychological burden of poverty further compounds these issues. When students are constantly worried about their family's financial survival or lack basic necessities like school shoes or meals, their emotional well-being suffers. This can result in low self-esteem, feelings of inferiority, and reduced enthusiasm for school activities. In some cases, such students become targets of stigma or bullying by peers who are better off economically, creating a hostile school environment that diminishes their interest in learning.

Also, parents with low-SES may have low levels of education themselves, which affects their capacity to support their children academically. Without the knowledge or confidence to assist with assignments, monitor academic progress, or communicate effectively with teachers, such parents may unintentionally neglect their children's learning needs hence, Ejuchegahi, (2025) noted that parental involvement significantly predicts students' academic success and learning orientation, especially in public secondary schools. In addition, time constraints due to long working hours or informal labor commitments reduce the quality of parent-child interactions

related to education. This lack of academic guidance at home contributes to weak study habits, low motivation, and in many cases, a negative attitude toward learning itself hence Aishatu, A., Tinuke, A. & Olawuwo, A. A. (2024) highlighted the importance of a supportive home to motivate positive attitude towards learning and engagement in school. Furthermore, students from parents with low-SES are more likely to attend public schools that lack infrastructure, qualified teachers, and basic learning materials. These under-resourced schools, are often overcrowded and poorly maintained, these create an environment where students struggle to stay focused or inspired. This goes in line with the work of Ejuchegahi, (2024) which states that the learning environments in private schools tend to be more structured, resource-rich, and academically demanding than those in public schools. Combined with family stresses, this can lead to a cycle of poor performance and negative attitude towards learning.

In contrast, children from parents with high socio-economic status (SES) are significantly more likely to receive both financial and emotional support for their academic endeavors, which contributes to more favorable attitudes toward learning. Financially, high-SES parents are better positioned to provide educational materials such as textbooks, computers, internet access, and private tutoring all of which enhance positive attitude towards learning. Many also enroll their children in well-resourced private schools, which offer smaller class sizes, better-qualified teachers, and enriched extracurricular programs (Zyngier, 2014). These investments in education

signal to the child that learning is valuable and worthy of attention, thereby reinforcing a strong academic identity. Parents who are educated and financially secure tend to exhibit higher levels of involvement in their children's academic lives monitoring homework, attending school events, setting high expectations, and offering praise or rewards for good performance (Ejuchegahi, 2025). Such parents usually know about the school system and they have the skills and information to help their children learn. They are more likely to do educational things at home, help with school work and encourage a good attitude towards learning. This involvement not only supports learning directly but also strengthens students' motivation, sense of competence, and emotional security in school settings (Aishatu, Tinuke, & Olawuwo, 2024). These children often grow up with access to role models who value education, which further encourages positive academic behaviors and aspirations and build skills and attitudes that are valued in the educational system, which can help them to do better in school. These students are less likely to experience academic stress linked to poverty, and more likely to view school as a pathway to future success rather than a burden (Ejuchegahi, 2024).

Statement of the Problem

There have been growing concerns over the widening educational gap among secondary school students in Nigeria, particularly between those from parents with high and low socio-economic

status. While education is universally recognized as a fundamental right and a key driver of personal and national development as agreed by Nziadam & Amadioha, (2025) whose work stated that quality education is a critical factor in promoting sustainable national development and social inclusion. Also, UNESCO (2022), affirmed that inclusive and equitable quality education is essential for achieving long-term national and global development goals.

Although, not all students have equal access to the resources and support systems needed to succeed. Socio-economic status (SES) typically determined by parental income, education, and occupation—has emerged as a significant factor influencing students’ attitudes toward learning. Students from high-SES parents often enjoy educational advantages such as access to private schools, home tutoring, internet access, and emotionally supportive home environments. These factors contribute to more positive attitudes toward learning and better academic engagement. In contrast, many students from low-SES homes face financial hardships, limited parental involvement, and poor school infrastructure, especially in public schools. These barriers often lead to frustration, low motivation, irregular attendance, and a negative attitude toward academic activities (Zyngier, 2014; Aishatu, Tinuke, & Olawuwo, 2024).

In Nigeria secondary schools, particularly in urban areas, this disparity is evident in the stark contrasts between public and private school environments. While private schools often attended

by students from high-SES parents offer enriched curricula, modern infrastructure, and personalized attention, public schools struggle with overcrowding, poor funding, and low teacher morale. These conditions not only hinder academic success but also shape how students feel about school and learning itself (Zyngier, 2014). Despite the importance of student attitude as a mediator between SES and academic outcomes, there remains a significant gap in literature that explicitly links parental socio-economic status to students' attitude toward learning at the secondary school level. Most available studies focus on test scores, grade averages, or access to education, while fewer investigate how parent socio-economic status influences students' attitude towards learning, willingness to participate in class, or belief in their own academic potential (Aishatu, Tinuke, & Olawuwo, 2024).

Addressing this gap is vital for formulating educational policies and interventions aimed not just at improving academic performance, but at cultivating a sustained positive attitude toward learning among all students, regardless of the socio-economic status of their parents.

Research questions

The following questions were raised that guided the study.

1. What is the Influence of socio-economic Status of Parents on attitude of secondary school students towards learning?

2. Does parental income influence the attitude of secondary school students towards learning?
3. Does parental occupation influence the attitude of secondary school students towards learning?
4. Does parental level of Education influence the attitude of secondary school students towards learning?
5. Does student sex determine the influence of parental socio-economic status on the attitude of secondary school students towards learning?
6. Does student age determine the influence of parental socio-economic status on the attitude of secondary school students towards learning?

Research Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance:

1. There is no Significant Relationship between socio-economic status of Parents on the attitude of secondary school students towards learning.

2. There is no Significant Relationship between parental income and the attitude of secondary school students towards learning.
3. There is no Significant Relationship between parental occupation and the attitude of secondary school students towards learning.
4. There is no Significant Relationship between parental level of Education and the attitude of secondary school students towards learning.
5. There is no Significant Relationship between students' sex and the influence of parental socio-economic status on the attitude of secondary school students towards learning.
6. There is no Significant Relationship between students age and the influence of parental socio-economic status on the attitude of secondary school students towards learning.

Purpose of the Study

This study investigated the influence of parental socio-economic status on the attitude of secondary school students toward learning. Specifically, the study explored how factors such as

parental income, educational background, occupation, age, and sex influence the attitude of secondary school students toward learning. The study;

1. Examined the influence of socio-economic status of Parents on attitude of secondary school students towards learning.
2. Examined the influence of parental income on attitude of secondary school students toward learning.
3. Examined the influence of parental occupation on the attitude of secondary school students toward learning.
4. Examined the influence of parental level of education on the attitude of secondary school students towards learning.
5. Identified the role of student's sex in determining the influence of parental socio-economic status on the attitudes of secondary school students towards learning.
6. Identified the role of students age in determining the influence of parental socio-economic status on the attitude of secondary school students toward learning.

Significance of the study

By examining the influence of parental socio-economic Status on attitude of secondary school students towards learning, the research is significant as it aspires to;

- 1.** Provide valuable insights on the influence of socio-economic status of Parents on the attitude of secondary school students towards learning.
- 2.** Provide valuable insights to schools and policymakers on the influence of parental income on the attitude of secondary school students towards learning.
- 3.** Provide valuable insights on the influence of parental occupation on the attitude of secondary school students towards learning.
- 4.** Provide valuable insights on the influence of parental level of Education on the attitude of secondary school students towards learning.
- 5.** Inform Teachers and Parents on the role of student's sex in determining the influence of parental socio-economic status on the attitude of secondary school students towards learning.

6. Inform Teachers and Parents on the role of students age in determining the influence of parental socio-economic status on the attitude of secondary school students towards learning.

Scope and Delimitation of the Study

This study focused on examining the influence of parental socio-economic status specifically, parental income, education, and occupation as well as students' sex and age, on the attitudes of secondary school students toward learning. The scope of the study was limited to secondary school students in Public and Private secondary school, secondary classes Excluding students in primary and Tertiary institutions. The key variables under investigation include parental socio-economic indicators (income, occupation, and education), and demographic factors (age and sex of the students).

The information was be collected using questionnaires, the research did not extend to other factors such as teacher effectiveness, peer influence, or school management style, which could also affect student attitudes but are beyond the current study's focus.

Definition of Terms

To ensure clarity, the following terms are defined as used in this study:

Parental Socio-Economic Status (SES): The level of parental achievement as it relates to education, income and occupation which could either be high or low.

Parental Income: The total earnings of Students' Parent or Guardian, which determine their financial capacity to support Education.

Parental level of Education: The highest level of Education completed by Students' Parent or Guardian.

Occupation of parents: The type of job or employment position held by Students' Parent or Guardian, reflecting their socioeconomic standing.

Attitude Toward Learning: The behaviour, desire, enthusiasm, curiosity and willingness students exhibit in learning.

Positive attitude towards learning: Having a mindset that fosters enthusiasm, curiosity and a willingness to acquire knowledge and skills.

Negative attitude towards learning: Absence of a mindset that fosters enthusiasm, curiosity and willingness to acquire knowledge and skills.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents a review of related literature on Influence of parental socio-economic Status on the attitude of secondary school students towards learning. It is discussed under the following subheads:

- Theoretical Framework.
- Concept of Parental Socio-Economic Status (SES).
- Concept of Parental Education.
- Concept of Parental Income.
- Concept of parental Occupation.
- Concept of Students' Attitude Towards Learning.
- Parental Influence on Students' Attitude towards learning.
- Age and Students' Attitudes Towards Learning
- Gender and Students' Attitudes Towards Learning.

- Summary of Review of Related Literature.

Social Learning Theory.

This study is anchored on the Social Learning Theory (SLT), originally proposed by Bandura, A. (1977) and later expanded into what he termed Social Cognitive Theory, Bandura, A. (2018). The theory emphasizes that learning is not only the product of direct experience but also occurs through observation, imitation, and modeling within a social context. Children and adolescents acquire attitudes, values, and behaviors by watching significant others such as parents, teachers, peers, and community members. Bandura explained this interaction through the principle of reciprocal determinism, which posits that personal factors, environmental conditions, and behavior continually influence one another. In the context of education, the theory implies that the ways in which students perceive and approach learning are strongly shaped by what they observe in their immediate environment, particularly at home. When applied to the present study, Social Learning Theory provides a useful lens for explaining how parental socio-economic status influences students' attitudes toward learning. Parents from higher socio-economic backgrounds are more likely to demonstrate behaviors and practices that promote academic engagement. For example, they may model reading habits, provide intellectual stimulation through discussions, or expose their children to learning-enhancing technologies. Students who observe such behaviors

tend to internalize them as desirable and rewarding, which subsequently nurtures a positive disposition toward learning. On the other hand, children from lower socio-economic backgrounds may be less exposed to such enriching models due to financial constraints or limited parental education, which could diminish their enthusiasm and confidence toward learning.

Another important aspect of the theory is vicarious reinforcement. Students do not only learn from their own experiences but also by observing the outcomes of others' behaviors. When parents reward effort and persistence, for instance, students learn that dedication to study brings positive outcomes, thereby cultivating favorable attitudes toward learning. Conversely, in families where academic effort is not reinforced, children may form negative attitudes and question the value of education. Socio-economic status plays a role here because parents with greater resources often have the time and capacity to provide consistent encouragement and reinforcement for school-related activities. Central to Social Learning Theory is the concept of self-efficacy, which refers to an individual's belief in their capability to succeed in particular tasks. Parental socio-economic status exerts a strong influence on the development of self-efficacy in children. Families with higher income and educational attainment are able to provide mastery experiences through resources such as private tutoring, access to textbooks, and conducive study environments. These experiences build a child's confidence in their ability to

learn successfully. In contrast, children from low-income families may lack such opportunities, resulting in lower self-efficacy and a corresponding negative attitude toward learning. Social Learning Theory also highlights the role of expectations and perceived outcomes. Students from homes where education is presented as a gateway to future success are more likely to value learning and develop positive attitudes toward it. High socio-economic status families often have the networks and cultural capital to demonstrate the tangible benefits of education, such as scholarships or better employment opportunities. In contrast, students from disadvantaged backgrounds may not see education leading to clear rewards, which can foster disinterest or negative perceptions of schooling.

Therefore, Social Learning Theory provides a comprehensive framework for understanding how parental socio-economic status shapes students' attitudes toward learning. By emphasizing modeling, reinforcement, self-efficacy, and outcome expectations, the theory explains the mechanisms through which family background influences academic orientations. Students observe and internalize behaviors modeled by their parents, interpret the reinforcements associated with those behaviors, and develop beliefs about their own ability to succeed. These processes are directly affected by the resources, opportunities, and cultural practices that socio-economic status affords. Thus, Social Learning Theory not only accounts for the influence of parental socio-economic Status on the attitude students towards learning but also highlights the

potential mediating roles of parental influence, home learning environments, and self-efficacy in this relationship.

Concept of Parental Socio-Economic Status (SES)

Parental socio-economic status (SES) has long been recognized as one of the strongest determinants of children's educational outcomes and attitudes toward learning. It is a multi-dimensional construct that typically encompasses parental education, income, and occupation, but may also extend to factors such as family size, residential location, and access to cultural capital. Together, these variables reflect the social and economic position of a household in relation to others, and they directly influence the opportunities and resources available to children. Parental SES profoundly impacts children's learning outcomes by shaping the home learning environment, determining the extent of parental involvement, and influencing the expectations parents hold for their children's future. Children from high-SES families often enjoy enriched environments with access to books, educational technology, private tutors, and extracurricular opportunities. Such children are also more likely to grow up in stable households where parents can devote time and attention to their academic progress. Conversely, students from low-SES backgrounds may face barriers such as limited learning resources, crowded living

conditions, food insecurity, or the need to engage in household labor, all of which can reduce the time and energy available for schooling.

According to OECD (2024), socio-economic status accounts for a substantial proportion of the variation in students' academic achievement across countries, underscoring how socio-economic advantage or disadvantage influences learning trajectories. This relationship is particularly visible in developing countries like Nigeria, where poverty and inequality continue to widen educational disparities.

Concept of Parental Education

Parents with higher educational attainment often foster a supportive home learning environment by engaging in shared reading, academic discussions, and intellectual stimulation. This parental involvement reinforces children's belief in education as a pathway to success and strengthens their motivation to learn. Educated parents typically engage in more literacy activities, set higher expectations for schooling, and provide consistent guidance on academic tasks. For instance, Khanolainen et al. (2020) report that Finnish mothers with higher education spent more time on shared reading with their children, which in turn predicted better early reading comprehension. In other words, parents' schooling helps children develop positive learning attitudes. In line with Nigeria Studies higher parental education is linked to children's stronger academic self-concept

and cognitive skills (Okeke, T. E., 2024). When parents have more schooling, they also tend to emphasize education as the key to better future prospects, so children internalize education's value and become more motivated learners (Itedjere, 2025). Beyond academic support, educated parents often possess better knowledge of school systems and learning strategies, which they use to help their children navigate academic challenges. They are more likely to attend parent–teacher meetings, monitor homework, and advocate for their children in school-related matters. These actions send clear signals to children that education is important, shaping positive attitudes and higher aspirations. Furthermore, parental education influences the language environment at home. Children of educated parents are often exposed to richer vocabularies, broader worldviews, and more stimulating conversations, all of which enhance critical thinking and curiosity. This intellectual exposure not only improves academic performance but also builds a strong learning orientation that persists into adolescence. Parental education also has a psychological impact. It enhances parents' confidence in their ability to support their children's schooling (known as parental self-efficacy), which encourages more active participation in educational activities. Conversely, parents with low levels of education may feel unqualified to assist with academic work, leading to reduced involvement and weaker support for children's learning. In addition, parental education shapes expectations and aspirations. Educated parents are more likely to

believe that schooling is essential for upward mobility, and they pass these aspirations onto their children.

Concept of Parental Income

Parental income is another critical dimension of socio-economic status. It provides material support and reduces financial stress, both of which are essential for effective learning. Higher parental income allows families to afford school fees, textbooks, uniforms, meals, technology, and even tutors, creating a comfortable learning environment that supports academic engagement. Lin and Lv (2017), for example, note that affluent parents can equip their children with more educational resources, whereas poorer parents must focus on subsistence needs, which can divert attention from schooling. Conversely, low income often leads to unmet basic needs and anxiety that undermine schoolwork. Economically disadvantaged students may struggle to concentrate on learning when food or housing are insecure, and limited finances often prevent parents from investing time or funds in education. In Nigeria, recent research confirms a close income–achievement link. Gital and Igunnu (2024) found that pre-primary pupils whose parents had higher income performed significantly better than those from lower-income homes. Overall, plentiful family income tends to improve student attitudes and outcomes by relieving financial barriers and stress, while poverty has the opposite effect (Owoeye, Adeleye & Dahunsi, 2025).

Beyond covering direct schooling costs, higher income often provides indirect educational advantages. Families with stable financial resources are better positioned to create a conducive home environment, such as providing well-lit study spaces, internet access, and quiet rooms for learning. These small but significant factors shape students' daily study habits and attitudes toward academic work. By contrast, children in low-income households may face overcrowded homes, noisy environments, or the need to share study spaces, all of which affect concentration and willingness to engage with learning. Income also determines the extent to which parents can expose their children to enrichment opportunities outside formal schooling. Higher-income families often afford extracurricular activities such as music lessons, debate clubs, excursions, or educational camps, which expand students' intellectual horizons and nurture curiosity. Such opportunities reinforce positive learning attitudes and help students see education as exciting and rewarding. On the other hand, children from low-income homes are less likely to experience such exposures, limiting their educational engagement to the classroom alone. Parental income influences not just resources but also parental involvement and stress levels. When families have adequate income, parents are less likely to be overburdened with long working hours or multiple jobs, giving them more time to supervise homework, attend school functions, or provide encouragement. Low-income parents, by contrast, often juggle several jobs to meet household needs, leaving little time or energy for active educational involvement. This limited presence can

weaken children's perception of education's importance, thereby shaping negative attitudes toward learning. Furthermore, income interacts closely with parental education. Even if parents are highly educated, insufficient income may prevent them from translating their knowledge and aspirations into tangible support for their children's schooling. Conversely, parents with modest education but stable income may still provide opportunities that foster positive learning outcomes. This intersection demonstrates how different components of socio-economic status reinforce one another in shaping children's educational experiences. Income disparities also contribute to educational inequality between regions and social groups. Urban households with higher income typically afford better-quality private or well-funded public schools, while rural or low-income families often depend on under-resourced schools. This structural divide not only affects access to quality teaching but also influences students' learning attitudes, as children from wealthier families develop confidence and motivation in better learning environments, while those in deprived schools may feel discouraged or undervalued. Moreover, household income has an intergenerational effect.

Concept of Parental Occupation

Parents' occupations often reflect and reinforce their socio-economic status, serving as an indicator of both financial stability and social capital. Occupation not only determines the

income available to support education but also exposes children to particular values, aspirations, and networks that influence their attitudes toward learning. Parents in stable or professional jobs can usually provide not only income but also educational guidance or networks. For example, Odikpo and Ejide (2021) reported that among Nigerian secondary students, parental occupation (together with parents' education) significantly influenced achievement in English and Mathematics. Similarly, a study of Nigerian accounting students found that higher parental occupational status predicted better academic performance, and that parental education was also strongly related to student grades (Odoh, Chukwudi & Odigbo, 2017).

Occupational prestige and job stability further influence the amount of time and energy parents can devote to educational involvement. Parents in formal or professional jobs often enjoy predictable schedules, which allow them to monitor schoolwork, attend school meetings, and provide regular encouragement. On the other hand, parents engaged in casual labor, farming, or other unstable occupations may face irregular hours, long working days, or job insecurity that limit their ability to support children academically. Thus, occupation not only provides financial means but also affects the quality of time available for parental involvement. In addition, occupation interacts with income and education in shaping learning outcomes. A parent with a high-status occupation typically earns a stable income and often possesses higher levels of education, reinforcing all three SES components in a mutually supportive way. For instance, a

medical doctor or university lecturer not only earns a steady income but also models professional achievement and provides guidance rooted in their own educational background. By contrast, parents in informal or low-wage occupations may lack the financial stability, educational experience, and networks to provide comparable support. Children in large households often receive less per-child investment, which can dilute educational support (Odoh, Chukwudi & Odigbo, 2017). Likewise, students in rural or low-resource communities typically face additional challenges: schools may lack facilities (electricity, books, qualified teachers) and families may struggle with poverty. In rural areas, for instance, educational attainment is generally lower than in cities due to these infrastructural and socio-economic constraints (Itedjere, 2025). Together, occupation, family size, and locale shape how many resources and how much attention a child receives. When parents hold higher-status jobs and live in well-supported settings, children tend to develop more positive attitudes toward learning, whereas underemployment or community deprivation can dampen educational engagement (Odoh, Chukwudi & Odigbo, 2017).

Concept of Students' Attitude Towards Learning

Students' attitudes toward learning refer to their feelings, dispositions, and behaviours in relation to academic tasks and schooling in general. These attitudes are shaped by both internal factors, such as self-belief and motivation, and external influences like parental support, peer interaction,

and the school environment. A positive attitude toward learning reflects enthusiasm, curiosity, and persistence in the face of challenges, while a negative attitude is often marked by indifference, avoidance of academic tasks, and low confidence in one's abilities. Motivation plays a central role in determining how students engage with learning. Intrinsic motivation, which arises from curiosity and personal interest, is generally associated with deeper and more sustained learning, while extrinsic motivation, driven by rewards, parental pressure, or grades, can stimulate effort in the short term but may not sustain long-term commitment (Ryan & Deci, 2020). In many cases, both forms of motivation work together to influence students' level of engagement. When students find learning enjoyable and see its relevance to their goals, they are more likely to maintain interest and perseverance. Conversely, when learning is viewed only as an obligation or a means to an end, motivation tends to diminish quickly once the external incentives disappear. Therefore, fostering intrinsic motivation through encouragement, recognition of effort, and making learning meaningful is vital for developing lasting positive attitudes.

Study habits and discipline are critical components of students' attitudes toward learning. Indeed, students who consistently complete assignments, attend attentively in class, and manage time effectively are more likely to succeed academically. These behaviours reflect a disciplined approach to learning, which strengthens understanding and retention of knowledge over time.

Developing good study habits requires not only individual effort but also a supportive environment that encourages consistency and accountability. These study habits are often shaped by factors such as parental monitoring and educational status; for example, Okesina (2019) found that poor parental monitoring and low parental educational levels were among the leading causes of poor study habits, as reported by Nigerian primary school teachers. This implies that students' attitudes are not formed in isolation but are nurtured through consistent guidance and reinforcement at home and in school. Moreover, students' perceptions of the value of education significantly influence their learning attitudes. When students see education as a means to achieving life goals, such as career success, independence, and improved living standards, they are more inclined to take their studies seriously. In contrast, when they perceive limited opportunities or when the rewards of education seem uncertain, their enthusiasm for learning tends to decline. In contexts where economic opportunities are scarce and the returns on education seem uncertain, students may develop disengagement or negative attitudes toward schoolwork. Evidence from Anambra State (Nwankwo, 2025) demonstrates how parental financial limitations and economic constraints correlate with less positive attitudes and poorer academic outcomes. This suggests that the perceived usefulness of education is deeply influenced by the family's socio-economic conditions. Students from higher socio-economic backgrounds are more likely to associate education with success and opportunity, while those

from poorer homes may feel discouraged by immediate financial pressures or lack of visible rewards.

Parental Influence on Students' Attitude towards learning

Parents play an important role in shaping their children's orientation towards learning through both direct and indirect means. Their attitudes, behaviours, and expectations toward education often serve as the first model that children observe and internalize. One of the most direct forms of influence is parental support and involvement in education. Parents who monitor their children's academic progress, assist with homework, and attend parent–teacher meetings send strong signals to their children about the value of schooling. Such involvement has been shown to significantly improve students' motivation and engagement with learning (Utami, 2022). When children see that their parents take interest in their academic progress, they are more likely to take their own studies seriously and develop a sense of responsibility toward learning. Parental involvement also builds a bridge between home and school, ensuring that learning continues beyond the classroom and that students receive consistent guidance and encouragement. In Nigeria, where many households face economic challenges, the absence of consistent parental involvement is often linked to weak academic interest and poor learning attitudes. For example, Ejuchegahi (2023) found that parental engagement including cognitive, behavioral, and

emotional forms of involvement positively affects students' academic performance and motivation. Cognitive involvement includes helping children develop thinking and problem-solving skills, behavioral involvement relates to supervising schoolwork and attendance, while emotional involvement entails encouragement, praise, and the expression of belief in the child's ability. Together, these forms of engagement create a nurturing environment where students feel supported and capable, which directly enhances their attitude toward learning. Similarly, Ughamadu, Okaforcha, and Igboanugo (2025) demonstrated that parental involvement significantly predicts academic engagement and success among public secondary school students in Anambra State. This shows that beyond financial capacity, the emotional and psychological presence of parents plays a vital role in shaping how students perceive learning. Children who feel that their parents care about their education are more motivated to achieve and often develop confidence in their academic abilities. On the other hand, neglect, indifference, or lack of interest from parents may communicate to children that education is of little value, leading to disinterest and poor learning attitudes.

Parenting style also plays a vital role in influencing learning attitudes. Research has consistently shown that the authoritative style, which combines warmth with discipline, fosters positive learning outcomes. This approach encourages independence, responsibility, and open communication, allowing children to express themselves while still respecting boundaries. Such

an environment strengthens students' self-esteem and intrinsic motivation to learn. Children raised under authoritarian (high control, low responsiveness) or uninvolved (neglectful) parenting styles often struggle academically and emotionally. These styles tend to suppress creativity, reduce confidence, and create fear of failure, all of which undermine motivation, self-efficacy, and school engagement, contributing to poor learning attitudes (Theresya, 2018). Conversely, when parents communicate high but realistic expectations a hallmark of authoritative parenting combined with warmth and consistent support, children are more likely to internalize the value of education and develop strong academic commitment (Tsela, Tsela & López, 2023). Such children are not only disciplined and motivated but also more likely to persevere through academic difficulties, because they have learned from their parents that effort leads to achievement. Parents who reward effort rather than just results cultivate a growth mindset in their children, helping them view learning as a continuous and rewarding process rather than a stressful obligation.

Age and Students' Attitudes Towards Learning

Age is a critical variable in understanding how parental socio-economic status influences students' attitudes toward learning. The stage of development determines how students perceive, respond to, and internalize the educational values and expectations of their parents. In early

adolescence (ages 12–14), students are particularly sensitive to parental involvement. During this formative period, supportive involvement in the form of encouragement, monitoring of schoolwork, and provision of learning resources strongly shapes their academic self-efficacy and overall attitude toward education. At this stage, children are still dependent on parental guidance and are more likely to imitate their parents' attitudes toward schooling and success. Consistent monitoring and positive reinforcement from parents help to build good study habits, discipline, and a belief in one's ability to succeed academically. Studies in Nigeria affirm this pattern. For instance, Adimora, Onyishi, and Ucheaga (2019) found a positive correlation between parental involvement and academic self-efficacy among secondary school students in Enugu State. Additionally, Anierobi et al. (2023) demonstrated that parental home-based involvement significantly predicts academic engagement among SS2 students in Anambra State. Similarly, Ejuchegahi (2023) observed that behavioural, cognitive, and emotional parental involvement in Delta State enhances students' academic interest and success. These findings suggest that younger adolescents are more likely to respond positively to direct parental encouragement, supervision, and emotional support. Their sense of achievement and motivation is heavily tied to the approval and expectations of their parents. Younger students are still in the formative stage of developing study habits and self-discipline; therefore, the socio-economic advantages or disadvantages of parents are more pronounced in shaping their attitudes. Children from high

socio-economic backgrounds benefit from environments that provide structure, access to educational materials, and opportunities for enrichment. This exposure helps them develop curiosity, confidence, and persistence in learning. In contrast, children from low socio-economic backgrounds may face limitations such as inadequate resources, lack of role models, or minimal parental attention due to financial stress, which can hinder the formation of positive learning behaviours.

As students grow older (ages 15–18), they gradually develop greater autonomy and are increasingly influenced by peers, teachers, and personal aspirations. Adolescence marks a period of identity formation, during which individuals begin to question authority and make independent choices about their interests and priorities. Older students often look to their social circles for validation, and peer influence can either reinforce or weaken their commitment to learning. When surrounded by motivated peers who value education, students are likely to maintain positive attitudes. However, exposure to peers who devalue schooling or engage in distractions such as social media and other non-academic activities may contribute to declining interest and academic disengagement. At this stage, older students may display resilience that buffers them against some of the disadvantages of low parental SES, especially when they possess strong internal motivation or supportive school environments. For example, a determined student from a low-income background may work hard to succeed academically as a means of

improving their family's condition. On the other hand, if societal factors such as unemployment, lack of recognition for educational achievement, or peer pressure discourage academic pursuit, students may disengage from schooling despite parental support. Age therefore moderates the SES attitude relationship, with younger students more directly shaped by parental resources, involvement, and expectations, while older students begin to balance parental influence with peer relationships, teacher guidance, and their own personal goals. This shift means that the same level of parental income, education, or encouragement may yield different outcomes depending on the child's developmental stage. For younger students, parental input tends to have a more immediate and powerful effect on study habits and motivation, whereas for older students, the influence becomes more indirect and is filtered through individual values and social experiences.

Gender and Students' Attitudes Towards Learning.

Gender also plays a significant role in determining how socio-economic status translates into learning attitudes. In many societies, including Nigeria, cultural norms and gender expectations shape the educational experiences of boys and girls differently. For female students, parental socio-economic status can be a decisive factor in determining whether they aspire to higher levels of education. Families with higher socio-economic status are more likely to provide girls with educational advantages whether through financial support, reduced home responsibilities, or

enriched learning environments thus promoting their academic success. Research in Nigeria confirms that parental financial stability and educational background have a significant, positive effect on the academic performance of female secondary school students. Moreover, poverty and entrenched cultural norms often result in families favoring boys' education over girls', thereby limiting educational opportunities for the latter. Additionally, girls in low-SES households tend to shoulder heavier domestic workloads, which can impede their educational engagement and achievement. For male students, parental SES often operates through the influence of role modelling and expectations tied to occupational aspirations. Boys may be motivated to adopt positive learning attitudes when their fathers or male guardians hold professional or respected jobs, thereby reinforcing the importance of education as a path to social mobility. However, boys may also face challenges where economic pressures encourage them to drop out early to support household income, particularly in low-SES families. Studies across Sub-Saharan Africa and Nigeria further illustrate how gender intersects with socio-economic status to influence educational access, completion, and attitudes. For example, UNESCO's reports indicate that poor, rural girls remain far less likely to enroll in or complete secondary education than their urban or more affluent male counterparts. In many low-income and rural areas, socio-economic disadvantages combine with gender to widen the gap between boys and girls regarding school participation and positive learning attitude, IIEP UNESCO (2021). A specific Nigerian study

(Mohammed Ibrahim Baji, 2020) found notable gender differences in academic self-efficacy among senior secondary students: male students reported higher self-efficacy in certain subjects, while female students reported confidence in others, affected by teacher support and parental expectations. Also, in Osun State, a study on attitudes toward science found significant sex differences: male students had more positive attitudes in some science subjects, while female students performed better in other areas. Samphina Academy (2025).

Summary of Review of Related Literature

The reviewed literatures established that parental socio-economic status (SES) comprising education, income, and occupation remains a key determinant of students' attitudes toward learning. Grounded in Bandura's Social Learning Theory (1977, 2018), it is evident that children develop academic attitudes and behaviors through observation, imitation, and reinforcement within the family environment. Parents serve as the earliest models from whom students learn values about effort, discipline, and achievement. Parental education emerged as a strong predictor of students' learning disposition. Educated parents often create intellectually stimulating home environments, engage in academic discussions, and emphasize the long-term benefits of schooling. This fosters motivation, self-efficacy, and high academic aspirations among their children. Conversely, parents with low educational levels may lack the confidence

or knowledge to support their children's schoolwork, which can weaken students' enthusiasm toward learning. Parental income complements this influence by determining the material resources available for education. Families with higher income can afford quality schools, textbooks, private tutoring, and a conducive study environment, which positively affect students' motivation and attitudes. In contrast, low-income households face economic pressures that limit educational investments and may induce stress or disengagement in students. Thus, financial stability indirectly shapes students' perception of education as either a realistic path to success or a burden overshadowed by poverty. Occupational status also reinforces socio-economic differences. Parents in stable or professional jobs model diligence, responsibility, and achievement-oriented behavior, exposing children to role models and career aspirations that enhance learning attitudes. By contrast, parents engaged in unstable or low-income occupations may struggle to provide both financial and emotional support for learning, leading to weaker academic engagement among their children.

Beyond socio-economic factors, the literature shows that students' attitudes toward learning are multidimensional, shaped by motivation, study habits, discipline, and self-efficacy. Positive attitudes are linked with curiosity, persistence, and a belief in one's ability to succeed, while negative attitudes often stem from discouragement, lack of resources, or unsupportive home environments. Parental involvement further amplifies SES effects. Active monitoring,

encouragement, and emotional support foster stronger academic motivation and engagement. Authoritative parenting characterized by warmth, structure, and high expectations has been found to promote discipline and intrinsic motivation, while authoritarian or neglectful parenting styles undermine confidence and interest in schoolwork. Age and gender also moderate the SES–attitude relationship. Younger adolescents are more directly influenced by parental involvement and home conditions, while older students rely increasingly on peers, teachers, and self-driven aspirations. Gender differences reveal that cultural expectations and financial constraints continue to disadvantage girls, particularly in low-SES families, where domestic responsibilities and traditional norms limit their educational engagement. Conversely, higher-SES families tend to offer equal opportunities that enhance both boys’ and girls’ attitudes toward learning.

CHAPTER THREE

METHODOLOGY

Research Design.

This study employed a descriptive survey design to examine the influence of parental socio-economic status on the attitude of secondary school students towards learning. A correlational approach was used to assess relationships between variables. The survey design is appropriate because it allows collection of standardized data on the influence of parental socio-economic status on the attitude of secondary school students towards learning.

Population of the Study.

The population of the study was made up of all students in secondary schools in Oredo Local Government Area Benin City, Edo State. There are numerous secondary schools and Students in Benin City.

Sample and Sampling Technique.

In selecting the sample for this study, a total of 102 students were drawn using a stratified random sampling technique. The stratification was based on three variables: Socio-economic Status of parents (Income, Occupation and Education) , sex (male and female), and age group

(12–14 years and 15–18 years). This method was adopted in order to ensure that all key subgroups of the population were fairly represented in the study.

Given that public secondary schools generally enroll a larger proportion of students compared to private schools, the sample was distributed in a 60:40 ratio between public and private schools respectively. This meant that 61 respondents were selected from public schools, while 41 respondents were drawn from private schools. Within each school type, the respondents were further stratified by sex in approximately equal proportions. Thus, among public schools, 30 females and 31 males were selected, while in private schools, 20 females and 21 males were sampled. To capture age-related differences in learning attitudes, each sex group was again divided into two age categories (12–14 years and 15–18 years). This distribution ensured that the characteristics of the wider student population were proportionally represented in the sample.

Table 1: The sample size of secondary school students

S/N	School Type	Sex	Age	Sampling percentage (%)	Sample size
1	Private	Female	12-14	9.80%	10
2	Private	Female	15-18	9.80%	10
3	Private	Male	12-14	9.80%	10
4	Private	Male	15-18	10.78%	11
5	Public	Female	12-14	14.71%	15
6	Public	Female	15-18	14.71%	15
7	Public	Male	12-14	14.71%	15
8	Public	Male	15-18	15.69%	16
	Total			100%	102

Research Instruments

Data was collected using **Questionnaire** developed by the researcher. It consisted of two main sections. **Section A:** Gathered demographic information and measured parental Socio-economic Status (SES) through items such as parental income, parental education, and parental occupation. **Section B:** Assessed students' attitude toward learning using a four-point Likert scale with frequency response options: All the time, Regularly, Occasionally, and Never. The questionnaire was self-administered in the classroom and took approximately 10-15 minutes to complete. This structure allowed respondents to indicate the frequency of their behaviors or attitudes related to learning.

Validity of the Research Instrument.

To ensure content validity, the questionnaire was reviewed by the researcher's Supervisor in the Department of Educational Management, Faculty of Education, University of Benin. He evaluated if each item appropriately measures parental SES and student attitude. Items were revised according to his feedback. The final instrument covered all relevant aspects of Socio-economic status (income, education, occupation) and attitude (motivation, interest, enjoyment of learning).

Reliability of the Instrument.

The instrument was administered to twenty (20) students who were not part of the sample. Their responses were collated and analyzed using Cronbach Alpha Statistics a value of 0.682 was obtained. Items that lowered the overall reliability, were reviewed or removed.

Method of Data Collection.

The researcher administered the questionnaires in person, after obtaining permission from school authorities, Students were briefed on the purpose of the study and assured of confidentiality. The questionnaires were distributed during a class period, and students completed them anonymously under supervision. This method ensured a high response rate and allowed the researcher to clarify any misunderstandings about the items. Completed questionnaires were collected immediately to prevent data loss.

Method of Data Analysis.

The data collected were analysed using the Statistical Package for the Social Sciences (SPSS) Descriptive statistics such as mean, frequency(N) and Standard deviation were used to summarize the data. To test the research Hypotheses, inferential statistics was applied. Specifically, Two-way ANOVA (analysis of variance) was used to examine each of the hypothesis stated. The level of significance was set at 0.05 significance level. The results of the

analyses were presented using tables and percentages where necessary to provide a clear overview of the findings.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

Presentation of Result

This chapters deals with the presentation, analysis and interpretation of findings based on the data collected from respondents in relation to the research questions guiding the study.

Analysis of Hypotheses

Table 2: Descriptive statistics on Influence of socio-economic Status of Parents on attitude of secondary school students towards learning

Father's income	Mother's income	Mean	Std. Deviation	N
Less than #50,000	Less than #50,000	38.3636	6.48495	11
	#50,000 – #100,000	42.6364	2.80260	11
	#101,000 – #200,000	46.7500	.50000	4
	Above #200,000	52.0000	.	1
	Total	41.8519	5.68198	27
#50,000 – #100,000	Less than #50,000	43.8667	5.48852	15
	#50,000 – #100,000	41.8000	4.26280	15
	#101,000 – #200,000	46.4000	2.88097	5
	Above #200,000	49.0000	.	1
	Total	43.5000	4.86092	36
#101,000 – #200,000	Less than #50,000	46.3077	4.26975	13
	#50,000 – #100,000	47.0000	4.34248	8
	#101,000 – #200,000	45.8000	4.96991	5
	Above #200,000	47.5000	2.12132	2
	Total	46.5000	4.13208	28
Above #200,000	Less than #50,000	48.4000	2.96648	5

	#50,000 – #100,000	49.2500	2.21736	4
	#101,000 – #200,000	47.0000	4.24264	2
	Total	48.4545	2.73363	11
	Less than #50,000	43.7273	6.11656	44
Total	#50,000 – #100,000	43.9211	4.51653	38
	#101,000 – #200,000	46.3750	3.20156	16
	Above #200,000	49.0000	2.44949	4
	Total	44.4216	5.18076	102

Hypothesis 1: There is no Significant Relationship between socio-economic status of Parents and the attitude of secondary school students towards learning.

Table 3: Two-way Anova on the relationship between socio-economic status of parents on the attitude of secondary school students towards learning.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	979.679 ^a	14	69.977	3.517	.000	.361
Intercept	85443.152	1	85443.152	4293.890	.000	.980
Father's Income	151.133	3	50.378	2.532	.062	.080
Mother's Income	154.454	3	51.485	2.587	.058	.082
Father Income * Mother's Income	312.473	8	39.059	1.963	.061	.153
Error	1731.193	87	19.899			
Total	203985.000	102				
Corrected Total	2710.873	101				

a. R Squared = .361 (Adjusted R Squared = .259)

The table above represents the two-way Anova on the relationship between socio-economic status of parents on the attitude of secondary school students towards learning. The results showed that the relationship effect of between father's and mother's income was not statistically significant, $F(9, 87) = 1.963$, $P = 0.061$ which is greater than 0.05. This means that the combined or joint effect of both parent's socioeconomic status does not significantly influence secondary school students' attitudes towards learning. In other words, the effect of mother's socioeconomic status on students' attitude does not depend on the father's socioeconomic status and vice versa.

Based on these findings with $P > 0.05$ level of significance, the study fails to reject the null hypothesis, which states that "There is no Significant Relationship between socio-economic status of Parents on the attitude of secondary school students towards learning" hence the hypothesis is accepted.

Table 4: Descriptive statistics on Influence of parental income on attitude of secondary school students towards learning?

Father's income	Mother's income	Mean	Std. Deviation	N
Less than #50,000	Less than #50,000	38.3636	6.48495	11
	#50,000 – #100,000	42.6364	2.80260	11
	#101,000 – #200,000	46.7500	.50000	4
	Above #200,000	52.0000	.	1
	Total	41.8519	5.68198	27
#50,000 – #100,000	Less than #50,000	43.8667	5.48852	15
	#50,000 – #100,000	41.8000	4.26280	15
	#101,000 – #200,000	46.4000	2.88097	5
	Above #200,000	49.0000	.	1

	Total	43.5000	4.86092	36
	Less than #50,000	46.3077	4.26975	13
	#50,000 – #100,000	47.0000	4.34248	8
#101,000 – #200,000	#101,000 – #200,000	45.8000	4.96991	5
	Above #200,000	47.5000	2.12132	2
	Total	46.5000	4.13208	28
	Less than #50,000	48.4000	2.96648	5
	#50,000 – #100,000	49.2500	2.21736	4
Above #200,000	#101,000 – #200,000	47.0000	4.24264	2
	Total	48.4545	2.73363	11
	Less than #50,000	43.7273	6.11656	44
	#50,000 – #100,000	43.9211	4.51653	38
	#101,000 – #200,000	46.3750	3.20156	16
Total	Above #200,000	49.0000	2.44949	4
	Total	44.4216	5.18076	102

Hypothesis 2: There is no Significant Relationship between parental income and the attitude of secondary school students towards learning.

Table 5: Two-way Anova on the relationship between parental income and the attitude of secondary school students towards learning.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	979.679 ^a	14	69.977	3.517	.000	.361
Intercept	85443.152	1	85443.152	4293.890	.000	.980
Father's Income	151.133	3	50.378	2.532	.062	.080
Mother's Income	154.454	3	51.485	2.587	.058	.082
Father Income * Mother's Income	312.473	8	39.059	1.963	.061	.153
Error	1731.193	87	19.899			
Total	203985.000	102				
Corrected Total	2710.873	101				

a. R Squared = .361 (Adjusted R Squared = .259)

The table above represents the two-way Anova on “There is no Significant Relationship between parental income and the attitude of secondary school students towards learning. The results showed that the relationship effect of between father’s and mother’s income was not statistically significant, $F(9, 87) = 1.963$, $P = 0.061$ which is greater than 0.05. This means that the combined or joint effect of both parents in income does not significantly influence secondary school students’ attitudes towards learning.

Based on these findings with $P > 0.05$ level of significance, the study fails to reject the null hypothesis, which states that “There is no Significant Relationship between parental income and the attitude of secondary school students towards learning.” hence the hypothesis is accepted.

Table 6: Descriptive Statistics of parental occupation

Father's Occupation	Mother's Occupation	Mean	Std. Deviation	N
	Self-employed	47.0000	4.57417	14
Self-employed	Civil Servant	43.7647	4.92402	34
	Total	44.7083	5.00195	48
	Self-employed	43.9667	4.46043	30
Civil Servant	Civil Servant	44.4167	6.41951	24
	Total	44.1667	5.36850	54
	Self-employed	44.9318	4.66754	44
Total	Civil Servant	44.0345	5.54714	58
	Total	44.4216	5.18076	102

Hypothesis 3: There is no Significant Relationship between parental occupation and the attitude of secondary school students towards learning.

Table 7: Two-way Anova on the relationship between parental occupation and the attitude of secondary school students towards learning.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Squared	Eta
Corrected Model	113.955 ^a	3	37.985	1.433	.238	.042	
Intercept	182517.963	1	182517.963	6887.689	.000	.986	
Occupation Father	32.250	1	32.250	1.217	.273	.012	
Occupation Mother	44.119	1	44.119	1.665	.200	.017	
Occupation Father * Occupation Mother	77.237	1	77.237	2.915	.091	.029	
Error	2596.918	98	26.499				
Total	203985.000	102					
Corrected Total	2710.873	101					

a. R Squared = .042 (Adjusted R Squared = .013)

The table above represents the two-way Anova on “There is no Significant Relationship between parental occupation and the attitude of secondary school students towards learning. Findings indicated that no significant relationship exists between parents’ occupations and students’ learning attitudes ($F(3, 98) = 1.433, p > 0.05$). The mean attitude scores of students whose parents were civil servants ($M = 44.03$) and those whose parents were self-employed ($M = 44.93$) were relatively similar. Hence, parental occupation appears not to be a strong determinant of students’ attitudes toward learning within the sampled schools.

Table 8: Descriptive Statistics of parental level of Education

Father's Educational Level	Mother's Educational level	Mean	Std. Deviation	N
Primary	Primary	45.5000	2.12132	2
	Secondary	43.7500	5.92211	8
	Tertiary	43.0000	5.71548	4
	Total	43.7857	5.23566	14
Secondary	Primary	45.4545	6.20264	11
	Secondary	44.8333	5.56518	30
	Tertiary	42.4545	3.44568	11
	Total	44.4615	5.35215	52
Tertiary	Primary	46.0000	2.82843	2
	Secondary	44.3333	5.29698	24
	Tertiary	45.0000	5.01110	10
	Total	44.6111	5.03291	36
Total	Primary	45.5333	5.33006	15
	Secondary	44.5000	5.42837	62
	Tertiary	43.5600	4.46356	25
	Total	44.4216	5.18076	102

Hypothesis 4: There is no Significant Relationship between parental level of Education and the attitude of secondary school students towards learning.

Table 9: Two-way Anova on the relationship between parents' level of Education and the attitude of secondary school students towards learning.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Squared	Eta
Corrected Model	81.918 ^a	8	10.240	.362	.938	.030	
Intercept	92538.994	1	92538.994	3273.593	.000	.972	
Education Father	9.096	2	4.548	.161	.852	.003	
Education Mother	28.262	2	14.131	.500	.608	.011	
Education Father * Education Mother	35.647	4	8.912	.315	.867	.013	
Error	2628.955	93	28.268				
Total	203985.000	102					
Corrected Total	2710.873	101					

a. R Squared = .030 (Adjusted R Squared = .053)

The table above represents the two-way Anova on “There is no Significant Relationship between parental level of education and the attitude of secondary school students towards learning. The results demonstrated that parental educational level had no significant relationship with students’ attitudes toward learning ($F(8, 93) = 0.362, p = 0.938 > 0.05$). Although mean scores were slightly higher among students whose parents attained tertiary education ($M = 43.56$) compared to those with primary education ($M = 45.53$), these differences were minimal and not statistically significant. Therefore, the null hypothesis was accepted, implying that parental education, by itself, may not be a strong predictor of students’ attitudes toward learning in this context.

Hypothesis 5: There is no Significant Relationship between student’s sex and the influence of parental socio-economic status on the attitude of secondary school students towards learning.

Table 10: Two-way Anova on the relationship between student’s sex and the influence of parental socio-economic status on the attitude of secondary school students towards learning

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Squared	Eta
Corrected Model	672.383 ^a	7	96.055	4.429	.000	.248	
Intercept	16959.494	1	16959.494	782.046	.000	.893	
Sex	5.176	1	5.176	.239	.626	.003	

Income Mother	152.547	3	50.849	2.345	.078	.070
Income Father	493.895	3	164.632	7.592	.000	.195
Error	2038.490	94	21.686			
Total	203985.000	102				
Corrected Total	2710.873	101				

a. R Squared = .248 (Adjusted R Squared = .192)

The table above represents the two-way Anova on “There is no Significant Relationship between student’s sex and the influence of parental socio-economic status on the attitude of secondary school students towards learning. The ANOVA result revealed that there was no significant difference based on sex ($F(1, 94) = 0.239, p = 0.626 > 0.05$). Both male and female students demonstrated similar attitudes toward learning regardless of their parents’ socio-economic background. Therefore, the null hypothesis was accepted, indicating that gender does not moderate the influence of parental socio-economic status on students’ learning attitudes.

Hypothesis 6: There is no Significant Relationship between students age and the influence of parental socio-economic status on the attitude of secondary school students towards learning.

Table 11: Two-way Anova on the relationship between students age and the influence of parental socio-economic Status on the attitude of secondary school students towards learning.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Squared	Eta
Corrected Model	1110.710 ^a	15	74.047	3.980	.000	.410	
Intercept	345.614	1	345.614	18.575	.000	.178	
Age	131.031	1	131.031	7.042	.009	.076	
Income Father	147.393	3	49.131	2.641	.055	.084	
Income Mother	136.755	3	45.585	2.450	.069	.079	
Income Father * Income Mother	319.933	8	39.992	2.149	.039	.167	
Error	1600.163	86	18.607				
Total	203985.000	102					
Corrected Total	2710.873	101					

a. R Squared = .410 (Adjusted R Squared = .307)

The findings indicated a significant relationship between students' age and the influence of parental socio-economic status on learning attitudes ($F(1, 86) = 7.042, p = 0.009 < 0.05$). This suggests that as students mature, their perception of parental support and resources may affect their motivation differently. Older students (15–18 years) appeared more responsive to socio-economic differences than younger ones. Hence, the null hypothesis was rejected.

Discussion of Findings

The result of this study revealed that parental socio-economic status (SES), encompassing income, occupation, and education, did not significantly influence students' attitudes toward learning. This finding aligns with the work of Osaro-Martins *et al.*, (2024) They observed that parental socioeconomic status did not significantly influence students' academic achievements. Conversely, students from lower socioeconomic backgrounds demonstrated superior performance to their peers from higher socioeconomic backgrounds. While SES can impact access to learning resources, it does not always translate into positive academic attitudes among students. Thematic synthesis revealed that individual factors such as age, gender, motivation, self-efficacy, and test anxiety significantly impact Student Academic Performance (Wang & Chen, 2025).

The absence of a significant relationship between parental income and learning attitude supports the assertion of Machebe, Ezegbe & Onuoha, (2017) their findings showed that parent's involvement in children school activities matter most than the parent's financial status in uplifting the children academic performance in school.

Regarding parental occupation, the study's finding showed there was no significant Relationship between parental occupation and students' attitude towards learning. In many Nigerian

communities, education is seen as a shared responsibility, not strictly tied to parental occupation. Likewise, Students' attitudes are often shaped more by how much time and encouragement parents give, not by what they do for a living, A busy professional might have little time for their child's education, while an artisan or farmer may show more involvement and guidance neutralizing occupational differences. Also, students' awareness of their parents' exact occupation may be low, causing inaccurate responses.

For parental educational level, the study revealed that it was not significant this could be because, even when parents are educated, they may not actively participate in their children's learning due to busy work schedules, limited time, or delegation of academic responsibility to schools and teachers. As a result, their educational attainment doesn't translate into direct motivation or guidance for their child's attitude toward learning. Therefore, although parental education contributes to overall family literacy culture, it may not directly shape students' learning attitudes unless coupled with active parental involvement. The result indicates that in the study area, parents with higher education may not necessarily translate their experiences into academic engagement with their children.

The non-significant relationship between sex and learning attitude suggests that gender differences in learning attitude may be diminishing due to evolving educational practices and

gender equity awareness in Nigerian schools. UNESCO and its partners work to provide solutions to reduce inequalities in and through education, to empower women in science and technology for environmental action, to promote inclusion and combat gender-based violence, to bridge the digital gender divide and to support women's empowerment in crisis, emergency and early recovery contexts. UNESCO is committed to gender equality as a human rights issue and a precondition for sustainable people-centered development. It is at the core of UNESCO's conviction of how to build lasting peace. (UNESCO priority gender equality).

However, age was found to significantly influence how students respond to parental SES. This agrees with Bandura's Social Learning Theory, which posits that older adolescents are more cognitively aware of social and economic disparities and may internalize these differences in their motivation toward schooling. This aligns with Li H., Xiao B. & Song G. (2024), they found that amongst the 15–18-year-old high school student population, family SES not only directly affected learning abidance, compliance, and obedience but also generated an indirect mediating effect through self-esteem. They highlighted the critical role of the family environment in shaping adolescent learning behaviors and attitudes, underscoring the need to address family factors in understanding adolescent learning.

Overall, the findings indicate that while socio-economic status may influence access to educational opportunities, it does not necessarily determine students' learning attitudes. Factors such as parents' involvement, teacher encouragement, peer influence, school environment and intrinsic motivation may play stronger roles. This aligns with OECD (2020) and UNESCO (2022) reports emphasizing the need for holistic educational policies that address psychological and environmental factors alongside economic ones.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

This study investigated the influence of parental socio-economic status (SES) on the attitude of secondary school students towards learning in selected public and private secondary schools in Oredo Local Government Area Benin City, Edo State. The study was guided by;

Research questions;

- What is the Influence of socio-economic Status of Parents on attitude of secondary school students towards learning?
- Does parental income influence the attitude of secondary school students towards learning?
- Does parental occupation influence the attitude of secondary school students towards learning?
- Does parental level of Education influence the attitude of secondary school students towards learning?

- Does student sex determine the influence of parental socio-economic status on the attitude of secondary school students towards learning?
- Does student age determine the influence of parental socio-economic status on the attitude of secondary school students towards learning?

Research Hypotheses

- There is no Significant Relationship between socio-economic status of Parents on the attitude of secondary school students towards learning.
- There is no Significant Relationship between parental income and the attitude of secondary school students towards learning.
- There is no Significant Relationship between parental occupation and the attitude of secondary school students towards learning.
- There is no Significant Relationship between parental level of Education and the attitude of secondary school students towards learning.

- There is no Significant Relationship between students' sex and the influence of parental socio-economic status on the attitude of secondary school students towards learning.
- There is no Significant Relationship between students age and the influence of parental socio-economic status on the attitude of secondary school students towards learning.

Methodology

The research adopted a descriptive survey design, with data collected from 102 students selected from public and private secondary school in Oredo Local Government Area Benin City, Edo State through a stratified random sampling technique r this study, a total of 102 students were drawn using a stratified random sampling technique. The stratification was based on three variables: Socio-economic Status of parents (Income, Occupation and Education), sex (male and female), and age group (12–14 years and 15–18 years). This method was adopted in order to ensure that all key subgroups of the population were fairly represented in the study. Given that public secondary schools generally enroll a larger proportion of students compared to private schools, the sample was distributed in a 60:40 ratio between public and private schools respectively. This meant that 61 respondents were selected from public schools, while 41 respondents were drawn from private schools. Within each school type, the respondents were

further stratified by sex in approximately equal proportions. Thus, among public schools, 30 females and 31 males were selected, while in private schools, 20 females and 21 males were sampled. To capture age-related differences in learning attitudes, each sex group was again divided into two age categories (12–14 years and 15–18 years). A structured questionnaire was used as the main instrument for data collection. The validity of the instrument was confirmed by experts, while reliability yielded a Cronbach Alpha coefficient of 0.682. Data were analyzed using descriptive statistics and two-way ANOVA tested at a 0.05 level of significance.

Findings

The result revealed;

- There was no significant relationship between parental socio-economic status and students' attitudes toward learning. Specifically, parental income, occupation, and education did not significantly influence learning attitudes.
- There was no significant relationship between student's sex and the influence of parental SES on the attitude of secondary school students towards learning influenced learning, implying that both male and female students respond similarly when exposed to similar socio-economic conditions.

- However, students' age was found to have a significant relationship with their attitude toward learning, indicating that older students tend to be more influenced by parental socio-economic background than younger ones. The finding supports the theoretical foundation of Bandura's Social Learning Theory, which suggests that attitudes and behaviors are learned through observation and reinforcement within the social environment. While socio-economic resources provide support structures, students' motivation, school climate, and individual self-efficacy appear to play stronger roles in shaping learning attitudes.

Conclusion

The study concludes that though socio-economic status influences family background it does not solely determine students' attitudes toward learning in Oredo Local Government Area. Sex showed no significant influence, indicating greater equality in educational exposure. Age however was found to be significant, indicating that older students (15–18 years) are more aware of family differences and this may affect their motivation towards learning. Overall, effective parental engagement, supportive schools, and intrinsic motivation remain more decisive in shaping students' learning attitudes than socio-economic advantage alone.

Recommendations

Based on the findings of this study, the following recommendations are made:

- Parents, regardless of their income, education, or occupation, should engage actively in their children's education through encouragement, supervision of homework, and participation in school activities to foster a positive learning attitude.
- School administrators and teachers should provide motivational programs such as mentorship and counseling to help students develop confidence and positive attitudes toward learning, especially among those from low socio-economic backgrounds.
- Government and non-governmental organizations and community-based groups should collaborate with schools to provide educational materials and organize sensitization programs that emphasize the importance of learning regardless of socio-economic background.

Suggestion For Further Studies

Further studies should extend beyond socio-economic factors to include variables such as teacher quality, peer influence, and school environment, which may interact with parental background to influence students' attitudes toward learning.

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APPENDIX A:

**FACULTY OF EDUCATION, DEPARTMENT OF EDUCATIONAL MANAGEMENT.
UNIVERSITY OF BENIN, BENIN CITY.**

Dear Respondents,

I am a 400-level student in the above-named Institution and department. I am carrying out a research study on the topic; The Influence of Parental Socio-economic Status on the Attitude of Secondary School Students Towards Learning (IPSESASSSTL). Please kindly assist me by indicating your opinion where necessary. Your information will be treated with confidentiality.

Yours faithfully,

Ibharalu Gift.

Instruction: please do not write your name, provide and tick the appropriate information.

Section A: Demographic Information

Tick [✓] or write the correct information where necessary.

1. Age: _____ years
2. SSS[]
3. Sex: Male [] Female []
4. Type of School: Public [] Private []
5. Father's Occupation: _____
6. Mother's Occupation: _____
7. Highest Educational Level of Father: No formal education [] Primary education []
Secondary education [] Tertiary education []

8. Highest Educational Level of Mother: No formal education [] Primary education []
Secondary education [] Tertiary education []
9. Estimated Monthly Father's Income: Less than ₦50,000 [] ₦50,000 – ₦100,000 []
₦101,000 – ₦200,000 [] Above ₦200,000 []
10. Estimated Monthly Mother's Income: Less than ₦50,000 [] ₦50,000 – ₦100,000 []
₦101,000 – ₦200,000 [] Above ₦200,000 []

Section B: Research Questions and Items

Instruction: Tick[✓] the option that best describes how often you do the following.

S/N	Items	All the time	Regularly	Occasionally	Never
1	I enjoy reading my textbooks and other learning materials.				
2	I pay attention during classroom lessons.				
3	I participate actively in class discussions.				
4	I ask my teachers questions when I do not understand a topic.				
5	I complete my homework on time				
6	I study on my own without being told by anyone.				
7	I read ahead of the teacher before a new topic is taught.				

8	I Maintain a positive mindset towards learning difficult subjects				
9	I feel excited when I learn something new in class.				
10	I attend school regularly and punctually.				
11	I attend extra lessons to improve my learning.				
12	I enjoy going to the school library				
13	I ensure my writing materials are with me before going to school.				
14	I set goals to have high grades in all my subjects				

APPENDIX B:

FACULTY OF EDUCATION, DEPARTMENT OF EDUCATIONAL MANAGEMENT.

UNIVERSITY OF BENIN, BENIN CITY.

A LETTER OF INTRODUCTION TO THE PRINCIPAL

Dear Sir/Madam,

I am a 400 level undergraduate student of the above named Institution. I am carrying out a research study on the Topic; **Influence of parental socio-economic Status on the attitude of secondary school students towards learning in Oredo Local Government Area, Benin City, Edo State.**

I am writing to request permission to administer questionnaires to students in your school. I would like to request access to Senior secondary school students (SSS), Male and Female respectively to distribute the questionnaire.

The purpose of the data collected is for analysis and the information obtained is strictly for educational purposes only. I assure you that all responses will be kept confidential and anonymous. Thank you for your anticipated cooperation.

Yours faithfully,

.....

Ibharalu Gift.

APPENDIX C:

Reliability Results

Scale: Parental Socio-Economic Status

Case Processing Summary

	N	%
Cases		
Valid	20	100.0
Excluded ^a	0	.0
Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of items
.641	6

Scale: Students' Attitude Toward Learning

Case Processing Summary

	N	%
Cases		
Valid	20	100.0
Excluded ^a	0	.0
Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.675	14

Scale: Relationship between Parental Socio-Economic Status and Students' Attitude Toward Learning.**Case Processing Summary**

	N	%
Cases		
Valid	20	100.0
Excluded ^a	0	.0
Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of items
.682	20