

**IMPACT OF SOCIOECONOMIC BACKGROUND ON STUDENT ACADEMIC
ACHIEVEMENT IN NIGERIA: CASE STUDY OF UNIVERSITY OF BENIN**

BY

Gift IDEMUDIA

SSC2008547

**A PROJECT SUBMITTED TO THE DEPARTMENT OF POLITICAL SCIENCE,
FACULTY OF SOCIAL SCIENCES, UNIVERSITY OF BENIN, BENIN CITY
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE
BACHELOR OF SCIENCE B.SC DEGREE IN POLITICAL SCIENCE,
UNIVERSITY OF BENIN**

FEBRUARY, 2025

CERTIFICATION

We the undersigned, hereby certify that this research work was carried out by **Gift IDEMUDIA** with Matriculation Number: **SSC2008547** of the Department of Political Science, Faculty of Sciences, University of Benin, Benin City in partial fulfillment of the requirements for the Award of Bachelor of Science Degree (B.Sc.) in Political Science.

Dr. Adeshina Sowemimo
(Project Supervisor)

Dr. G. O. Igiebor
(Ag. Head of Department)

Date:

Date:

DEDICATION

I dedicate this work to God Almighty, the Alpha and Omega, also to my parents Mr. and Mrs. Idemudia

ACKNOWLEDGEMENTS

I express my heartfelt gratitude to God for His unwavering love and guidance in the successful completion of this project. My deepest appreciation goes to my parents, Mr. and Mrs. Kunle Idemudia, for their unwavering financial, emotional, and spiritual support. May God bless them abundantly.

I extend my sincere gratitude to my project supervisor, Mr. Adeshina Sowemimo whose invaluable insights, corrections, and constructive feedback have significantly contributed to the success of this work.

Special thanks to my esteemed head of department and course adviser, Dr. G. O Igiebor and Ms. Ruth Omoruyi, for their academic guidance and counsel.

My sincere appreciation also goes to my esteemed siblings, Mrs. Evelyn, Mrs. Joy, Miss. Blessing, Miss. Precious and Master Unity and also my brother-in-law Pastor popular and Prophet Elijah for their unwavering support and presence throughout my university years. Their presence has been an immeasurable source of strength.

I am filled with immense gratitude for my wonderful friends, Annabel, Loveth, Teddy, Ngozi and Michael who have showered me with love and support throughout my academic journey. Your presence has been an invaluable gift. God bless you all abundantly.

Lastly, I want to take a moment to acknowledge and celebrate myself for successfully completing this project. It's been a journey of growth, learning and perseverance, congratulations to me.

TABLE OF CONTENTS	PAGE
TITLE PAGE	i
CERTIFICATION	ii
DEDICATION	iii
ACKNOWLEDGMENTS	iv
TABLE OF CONTENTS	v
ABSTRACT	viii
CHAPTER ONE: INTRODUCTION	
Background to the Study	1
Statement of the Problem	6
Objectives of the Study	7
Research Questions	7
Scope of the Study	8
Significance of the Study	9
CHAPTER TWO: REVIEW OF RELATED LITERATURE	
Introduction	11
Conceptual Framework	11
Concept of Socio-Economic Status (SES)	12
Concept of Academic Achievement	15
Relationship Between Socio-Economic Status and Academic Achievement	16
Factors Related to Socio-Economic Status that Influence Academic Achievement	18
Theoretical Framework	36
CHAPTER THREE: METHODOLOGY	
Introduction	38
Research Design	38

Population of the Study	38
Sample Size and Sampling Techniques	39
Research Instrument	39
Validity of the Instrument	39
Sources of Data	40
Method of Data Analysis	40
Ethical Considerations	41
CHAPTER FOUR: PRESENTATION OF RESULT AND DISCUSSION OF FINDINGS	
Introduction	42
Data Presentation and Analysis	42
Analysis of Data from Survey (Field)	44
Discussion of Findings	52
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS	
Summary	55
Conclusion	56
Recommendations	56
References	58
Appendix	65

ABSTRACT

This research study assesses the impact of socioeconomic background on student academic achievement in Nigeria: case study of University of Benin. The study aimed to examine the relationship between socioeconomic background and student academic achievement at the University of Benin, identify the specific aspects of socioeconomic background that have the most significant impact on student academic achievement, and identify different factors related to socio-economic status that could influence academic achievement. Anchored on theory of Educational Productivity as the theoretical framework of the study, the research survey design methods and questionnaires to obtain information and employ frequencies and percentages to analyze data. The research unveils that socioeconomic background has a major influence on student academic achievement at the University of Benin, different socioeconomic backgrounds such as parental income, educational level and occupation influence students' academic achievement, and different factors such as parental education/involvement, family income/access to resources, stress and financial concerns and extracurricular activities are related to socioeconomic status that influence student academic achievement at the University of Benin. It was suggested that; parents should re-examine their financial support to students since such support is viewed as the main contributor towards the student's academic performance, and should take a greater interest in the education of their children. This will in turn allow the children to improve their school achievements.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is a process by which the mind of human beings develops through learning at home, on the streets, and in religious institutions like churches and mosques, schools, colleges, or universities. It is also a process whereby a person develops attitudes and abilities that are considered to have value and relevance in society. It is the best legacy a nation can give to its citizens, especially the youth. Every nation hoping to have a bright future must emphasize education because it is the only way to much development. Yusuf and Al-Banawi (2023) noted that education must be considered a key investment in modern economies because, as previously seen within the framework of a knowledge-based economy, there is a strong and positive correlation between economic activity and education in explaining economic growth. Asiru (2024) stated that education is a catalyst for the development of individuals, society, and the nation. Dagbo (2024) also opined that education is an important tool for social growth, development, and interaction of all elements in society for its economic, social, and political well-being. Olayanju (2024) posited that education plays a critical role in human capacity building and skills acquisition.

Education is the best legacy a nation can give to its citizens. This is because the development of any nation depends on the educational attainment of its citizenry and the quality of education of such a nation. Education does not only provide knowledge and skills but also inculcates values in students. It prepares individuals to be responsible citizen life. According to Mahmud (2020), cultural heritage and values are transmitted from one generation to another through education. The responsibility of training a child always lies in the hands of the parents. This is congruent with the common assertion by sociologists that education can be an instrument of cultural change that is being taught from home. It is then generally believed that the socio-economic background of the parent has a direct impact on the academic performance of the students.

Socio-economic factors, encompassing a broad range of economic and social influences, significantly shape individuals' lives and societal structures. These factors include elements like race, ethnicity, gender, education level, family background, cultural beliefs, and access to social services. Economically, factors such as income, job status, occupation, resource availability, and government policies also play crucial roles. These socioeconomic elements collectively impact various life aspects, including health, education, housing, employment, and social mobility. Understanding the interplay of these factors is essential for addressing disparities and promoting equity within communities (Charles & Mehaffey, 2020)

Socio-economic is often measured as a combination of education, income, and occupation. It is commonly conceptualised as the social status or class of an individual or group. Low socio-economic status and its correlates, such as lower education, poverty, and poor health, ultimately affect our societies as a whole. Research indicates that children from low socioeconomic households and communities develop academic skills more slowly compared to children from higher socioeconomic status groups.

Socioeconomic is the blend of economic and sociological measures of an individual's work experience and the economic and social position of an individual or family in connection to others on the premise of income, educational level, and occupation. For the investigation of a family's socioeconomic status, the household income, education of the earner, and occupation are checked, and in addition, consolidated wages are contrasted with a person when their attributes are assessed. Socioeconomic is by and large partitioned into three categories, i.e., high socioeconomic, middle socioeconomic, and low socioeconomic, to clarify the three fields a family or an individual may fall into. At the point when putting a family or individual into one of these classifications, any or the majority of the three variables, i.e., income, education, and occupation, can be investigated and evaluated.

The obligation of training a child always lies in the hands of the parents. This is harmonious with the regular attestation of sociologists that education can be an instrument of social change, which is being taught from home and is important in this talk.

It is not strange to envision that parental socio-economic foundations can slyly affect the academic achievement of children in school. At all influence, the advanced environment of youngsters would perhaps influence their training or attitude toward it. Parental status is one of such variables.

The socioeconomic status of parents not only affects academic performance but also makes it possible for children from low backgrounds to compete well with their counterparts from high socioeconomic backgrounds in the same academic environment (Rothstein, 2024). Education is a tool of development. It widens minds, recognises good and bad, makes us segregate well from terrible, and uses our environment to the best of our capacity for the improvement of a person and, in addition, the group (Sabzwari, 2024).

Factors that are present in the family contributed greatly to the achievement of the students. Among these are parental educational backgrounds, income, exposure, parental relationship with each other, strength of the family/population, religion, occupation, etc., which determine to a greater extent the readiness of the child to learn. However, the influence of other factors like mental and physical disabilities can account for the poor academic achievement of students in their education.

Home background according to the Program International Studies Assessment (PISA) (2020) influences the academic and educational success of students. Status reinforces the

activities and functioning of the teacher and students. The quality of parents and home background of students goes a long way to predict the academic performances of students. Children from poor homes may suffer because there may be no money to pay school fees or purchase books, uniforms, and other school materials, such Children may play truant; thus, their performance in school may be adversely affected (Shittu, 2024). Similarly, good parenting supported by a strong economic home background could enhance the strong academic performance of the child.

A learning environment that is free of barriers, obstacles, or distractions such as noise, gas/smoke pollution, and so on can constitute health hazards, which in turn affect or reduce students' concentration or perceptual focus on learning. Markets and garages located near schools have always posed a threat to students. Noise and pollution from these sources have always endangered student life and concentration. Other factors, according to Danes (2024), complementing environmental and socioeconomic factors to produce high academic achievement and performance, include good teaching, counselling, good administration, and good seating arrangements. It has also been proved that students who come from a simulated environment with laboratory equipment or those who are taught with rich instructional aides and pictures and allowed to demonstrate using their functional nerves like eyes, hands, and sense of taste perform better than those trained under theoretical and canopy of abstraction. Thus, teaching and learning should be done under an organised, planned, and fortified environment with

instructional aides to stimulate students' sense of conception and concentration to facilitate systematic understanding and acquisition of knowledge.

1.2 Statement of Problem

The relationship between socioeconomic conditions and academic achievement remains a contentious issue among educators, scholars, and policymakers. While it is generally agreed that socio-economic factors can influence academic performance, the extent and nature of this impact are debated. Some argue that socioeconomic status significantly affects academic outcomes, citing evidence that students from low-income families often perform worse on standardised tests and have lower graduation rates. Conversely, others believe that socioeconomic status is just one of many factors, noting that some students from disadvantaged backgrounds excel academically, while some from affluent families struggle.

A family's socioeconomic status is based on family income, parental education level, parental occupation, and social status in the community, such as contacts within the community, group associations, and the community's academic performance of the family. Families with high socioeconomic status often have more success in preparing their young children for school because they typically have access to a wide range of resources to promote and support young children's development. They can provide their young children with high-quality child care, books, and toys to encourage children in

various learning activities at home. Also, they have easy access to information regarding their children's health, as well as social, emotional, and cognitive development. In addition, families with high socioeconomic status often seek out information to help them better prepare their young children for school. It is on this basis that the study now seeks to investigate the relationship between socioeconomic background and student academic achievement aimed to examine how different socioeconomic factors influence students' academic achievement, as well as factors relating to socioeconomic that influence academic achievement.

1.3 Research Questions

Here are prominent questions that this study intends to respond to:

- i. To what extent does socioeconomic background influence student academic achievement at the University of Benin?
- ii. How do different socioeconomic factors (e.g., parental income, education level, occupation) influence student academic achievement?
- iii. What are the different factors related to socioeconomic status that can influence academic achievement?

1.4 Research Objectives

The primary objective of this study is to investigate the relationship between socio-economic factors and academic achievement of University of Benin students in Nigeria.

The following are the main objectives of this study:

- i. To examine the relationship between socioeconomic background and student academic achievement at the University of Benin.
- ii. To identify the specific aspects of socioeconomic background that have the most significant impact on student academic achievement.
- iii. To identify different factors related to socio-economic status that could influence academic achievement.

1.5 Scope and Delimitation of the Study.

The scope of this study is to investigate the impact of socioeconomic background on the academic achievement of undergraduate students at the University of Benin. The study examines the relationship between socioeconomic background and student academic achievement as well as identifying the specific socioeconomic factors that influence student academic achievement and identifying different factors related to socioeconomic status that could impact academic achievement.

The geographical scope is limited to graduate students at the University of Benin, Edo State, Nigeria.

1.6 Significance of the Study

Understanding The impact of socioeconomic background on academic achievement holds significant importance for several reasons.

Firstly, addressing the educational disparities resulting from socioeconomic background is crucial for promoting educational equity and social mobility. By identifying the factors contributing to the achievement gap, policymakers and educators can develop targeted interventions and policies to level the playing field and provide equal opportunities for all students, regardless of their socio-economic backgrounds.

Secondly, recognising the influence of socioeconomic background on academic achievement can help educational institutions and teachers better understand the diverse needs and challenges faced by students from different socioeconomic backgrounds. This understanding can inform instructional strategies, curriculum development, and support systems that cater to the specific needs of students from disadvantaged backgrounds, ultimately enhancing their academic outcomes.

Moreover, studying the impact of socioeconomic background on academic achievement can contribute to broader discussions on social justice and inequality. Education is often

seen as a vehicle for social and economic advancement, and addressing the disparities in educational outcomes can have far-reaching implications for reducing overall societal inequalities.

Lastly, the findings of this study can provide evidence-based guidance for policymakers in formulating effective educational policies and interventions aimed at reducing the achievement gap. By understanding the specific mechanisms through which socioeconomic background influences academic achievement, policymakers can develop targeted strategies that address the underlying factors contributing to disparities, such as access to resources, parental involvement, and school quality.

CHAPTER TWO

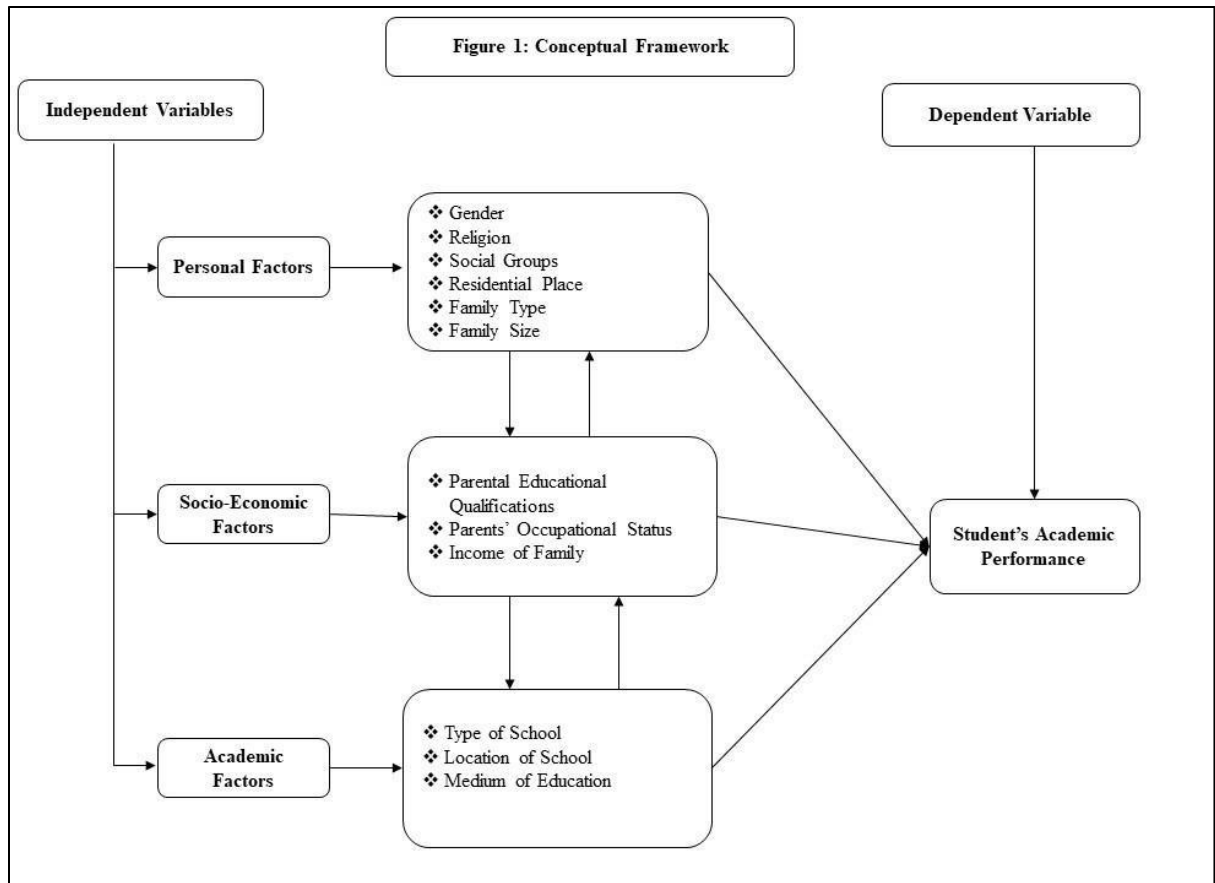
LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.0 Introduction

This chapter espoused the concept of socioeconomic status and academic achievement. It also critically examined the relationship between socioeconomic background and students' academic achievements and the socioeconomic factors that influence them.

2.1 Conceptual Framework

Socio-economic factors, educational factors, and personal factors of students can affect the academic performance of undergraduate students during the academic year. These variables positively or negatively affect students' academic performance by increasing or decreasing students' grade levels. This conceptual framework shows the complexity of the factors that affect students' academic performance at the university level.



2.2 Concept of Socio-Economic Status (SES)

Socio-economic status (SES) is how people are divided into groups in a society such that they have certain economic and social characteristics in common. Hittner, Rim & Haase (2019) defined socioeconomic status as a representation of an individual's relative position in an economic-social-cultural hierarchy tied to power, prestige, and control over resources. Socioeconomic status is typically broken into three categories, namely high

socioeconomic status, middle socioeconomic status, and low socioeconomic status, and when placing a family or individual into one of these categories, any or all of the three variables that describe socioeconomic status, i.e., education, occupation, and income, can be assessed (Agyemang, 2017). Socio-economic status is a composite term composed of social class, financial status, household size, family composition, parents' level of schooling, profession, and other variables relevant to family life in the society (Osuafor & Okonkwo, 2013). Many families in Nigeria are poor; they often struggle to provide academic support for their children, which could affect the academic achievement of students from such homes (Aliyu, 2016).

Socio-economic factors, encompassing a broad range of economic and social influences, significantly shape individuals' lives and societal structures. These factors include elements like race, ethnicity, gender, education level, family background, cultural beliefs, and access to social services. Economically, factors such as income, job status, occupation, resource availability, and government policies also play crucial roles. These socioeconomic elements collectively impact various life aspects, including health, education, housing, employment, and social mobility. Understanding the interplay of these factors is essential for addressing disparities and promoting equity within communities (Ghasemianpour, Bakhshandeh, Shirvani, Emadi, Samadzadeh, Moosavi-Fatemi, & Ghasemian, 2019; Hawkins, Charles, & Mehaffey, 2020).

Socioeconomic status (SES), often measured by parental income, education level, and occupation, serves as a critical determinant of academic achievement among students. Research consistently shows that children from higher SES backgrounds tend to outperform their peers from lower SES backgrounds in standardised test scores, GPA, and academic performance evaluations (Sirin, 2015). For instance, students whose parents have higher levels of education are more likely to provide a conducive learning environment at home, which can positively influence their academic success. Additionally, higher parental income often translates to better access to educational resources, such as tutoring, extracurricular activities, and educational materials, further enhancing students' academic outcomes (Sirin, 2015).

Moreover, occupation status can also impact academic achievement, with children of parents in professional or managerial positions generally exhibiting higher academic performance compared to those from working-class or unemployed backgrounds (Duncan & Brooks-Gunn, 2017). Conversely, students from lower SES backgrounds may face challenges such as inadequate access to educational resources, unstable living conditions, and limited parental involvement in their education, all of which can negatively affect their academic achievement (Duncan & Brooks-Gunn, 2017).

2.3 Concept of Academic Achievement

Academic achievement refers to the scores obtained by students at the end of an examination, test, or assignment. Accordingly, academic achievement, as evident in students' grades after educational benchmarks or in a particular examination, remains the most widely used by researchers to evaluate students' achievement. It is a measure of the knowledge and skills acquired by students in a learning institution, which is often determined by test or examination marks allotted by an examiner or the educator (Ganai & Mir, 2013).

Adeyemo (2011) stated that scholastic achievement means the achievement a student makes in school, namely, his marks in the examination, which is the criterion for the achievement of a student. Academic achievement is “measurable in a standardised series of tests” (Idika, Onuoha, Nji & Emmanuel, 2018). In Algarabel & Dasi (2021), academic achievement is a word preferred in the educational or psychometrics field, being sometimes characterised by the degree of inference required on the part of the students to give a response and by the type of reference to cognitive process made explicit in the measurement tool. Furthermore, academic achievement is the outcome of education, the extent to which a student, teacher, or institution has achieved their education goals.

2.4 Relationship Between Socio-Economic Status and Academic Achievement

The literature studies emphasised that socio-economic factors have a strong impact on a student's academic performance. The socio-economic condition explores the mechanisms of a student's academic performance, which are possible means for the identification of the socio-economic and cultural factors (Bourdieu 2016; Coleman, 2018, 2019). However, differences in the availability of facilities and investment level in education of a household can eventually lead to inequalities in students' academic achievements (Buchmann, 2012). However, some empirical studies have found that the academic performance of students with lower socio-economic status is slower than that of students with higher socio-economic status. As a result, a student's low socio-economic status is associated with poor cognitive and academic development and language problems (Morgan et. al., 2019). Illiterate parents, their professional backwardness, their poor income and poor health condition, and lack of educational access are negatively influencing the students' academic performance (Aikens and Barbarin, 2018).

Islam and Khan's (2017) study found no significant differences between male and female students in their academic achievements. This study on socio-economic factors and the academic achievement of undergraduate students indicates that there are significant differences in their academic achievement within a group with varying socio-economic and demographic factors. The study by Rather and Sharma (2015) emphasised the strong relationship between the socioeconomic status of high school students and their academic

performance. The study found that male students performed better than female students. Furthermore, their study reveals that there are no significant differences between urban and rural students in their academic performance. The relationship between socioeconomic status and educational performance is moderated by the standards of the schools.

The existence of educational inequalities in high-income countries, with high socioeconomic factors, poses a serious challenge to developing countries in expanding school access for their children (Kim et al., 2019). The previous academic achievement, academic experience, and work status of the students more strongly influenced their academic performance than their socioeconomic status (Hernandez, 2020). The student's high socioeconomic status was one of the most significant educational achievements compared to students' low socioeconomic status (Bhat, Joshi, and Wani, 2016). Socioeconomic status was a positive sign of students' academic performance in language and mathematics subjects. There is a positive relationship between socioeconomic factors and the student's achievement in language and mathematical subjects of the students (Zhang et al., 2020). Egunsola, (2014) study found that the location of the home was significant in high correlation with the academic performance of secondary students.

2.5 Factors Related to Socio-Economic Status that Influence Academic Achievement

Education and Issues of Low Socioeconomic Background

Family is the most important unrestrained structure affecting the education of the children (Cetin & Taskin, 2016). Studies show that even though parents expect a lot from their children, it is the family's socioeconomic status that has an impact on children's academic achievement (Li & Qiu, 2018). Family uses their socioeconomic resources to support its members, and this in turn affects the provision of quality resources for children's education.

Socioeconomic status of a family is a principal factor in students' academic attainment (Caldas & Bankston, 2014; Liu et al., 2020). People living in low socioeconomic backgrounds have developed a low perception of education and believe that higher education is not for their children. This has a negative influence on their children since they start to believe that university courses will not give them a rewarding career (Okiogo, 2013).

People with low socioeconomic backgrounds are exposed to a lack of opportunities, violence, and conflicts, which makes them unable to interact with the society in which they live (Doll & Lyon, 2018; González & Vives, 2019). Family economic scarcity puts a

lot of stress, which narrows the ability to make good choices (Shah et al., 2012). Carmona-Halty et al. (2019) explained that the demand to provide basic needs describes why people make different decisions. The disarray of low socioeconomic status generates high levels of stress, and harsh parental discipline arises, which causes maltreatment and neglect of children (Fairchild et al., 2019; Mahlangu et al., 2021). In this situation, the expectation of attaining academic success is highly minimised (Hanushek et al., 2019). Studies reveal that family income, parents' level of education, parents' occupation, family ethnic roots, acquired behaviour, and talent affect students' academic achievement (Ewijk, 2016; Li et al., 2020).

Gan and Bilige (2019) emphasise that parent education, occupation, income, family size, and culture at home greatly influence children's academic performance. His study indicated that ninety percent of school dropouts belong to families of low socioeconomic backgrounds. Moreover, Qamar (2017) highlighted that poverty, illiteracy, homelessness, crime, violence, and unemployment are the major socioeconomic issues in a rural community. People living in rural areas are restricted in their choice of occupation without education, and this greatly affects parents' decision-making towards their child's education (Hosunn, 2016).

Parents' education, occupation, and resources provided at home affect the students' performance (Bhat et al., 2016; Mafi, 2017; Okiogo, 2013). Mukonyi (2020) observed that indiscipline, substance abuse, pregnancy, lack of interest in school, and sickness are

some of the social factors that negatively influence the performance of children from low socioeconomic backgrounds. In the local context in Fiji, Dakuidreketi (2015) argued that the performance of Native–Fijian students is characterised by the school. The findings of his study revealed that Native Fijian students have low academic achievements because the school's emphasis is on sports rather than academic work.

Parent Education and its Effects on Academic Achievement

Parents' education plays a very important role in the children's access to education. Educated parents understand the importance of education, and they ensure that their children attain the highest level of qualification. Meanwhile, uneducated parents are not very supportive, and this leads to their children's poor performance in examinations (Rabgay, 2015). Usually, uneducated parents hardly interact with the schools and thus are unable to provide support to their children (Cetin & Taskin, 2016).

Cano et al. (2018) pointed out that less educated parents do not pay attention to their children's education; therefore, the children are less motivated to perform. Qamar (2017) stated that uneducated parents also do not value education since they are unable to understand the challenges or causes of the problems that are taking place in their daily lives. Illiterate parents are unaware of the values of education. It is their children who usually drop out of primary school, and the parents prefer to get their children married at a younger age (Ansary, 2017). Ansary also found that uneducated parents contributed to a

huge number of school dropouts. Furthermore, Hossain (2016) stated that parents who cannot decide what is wrong or right for their children are deprived of the information needed to break the socioeconomic barriers.

Uneducated parents fail to spend time with their children. Parents who are aware of the importance of education provide a conducive learning environment, which motivates children to progress towards higher education (Saritas & Akdemir, 2019; Tomul & Polat, 2023). Uneducated parents with poor educational backgrounds give more importance to social obligations, so they don't have time to spend with their children (Puamau, 2019). Children of such parents hardly study at home and thus do not complete their homework. This further demoralises students as they feel neglected in school as the teacher penalises them for incomplete schoolwork (Tomul & Polat, 2023). A study by Qishan et al. (2018) further expounded this by stating that children of uneducated parents are unsuccessful in school because parents are unable to guide them in their studies.

Aud et al. (2013) found out that parents with high educational levels have better language skills. Educated parents usually interact with their children using open-ended questions, long sentences with good vocabulary, which enhances higher-order thinking, and more encouraging statements. This motivates the children to take interest and learn more (Anwar et al., 2021). Barriers to education are usually responsibility conflicts, devaluation of education, and difficulty in assessing resources and disabilities. According to Meraz (2023), responsibility conflicts are minimised greatly if mothers are educated.

The education of the mothers is more important for the cognitive development of children (Hunt et al., 2017). Hossain (2016) also argued that the higher the level of education of the family heads, the better their children perform at school.

Family Income and Its Effect on Academic Achievement

Low family economic status plays an important role in students' lives (Ford, 2013). Financial barriers restrict parents and family members from providing basic needs for the children and other family members. This limits the children's participation in extracurricular activities, and thus the feeling of social inclusion is reduced (Johnstonbaugh, 2014). Pettigrew (2019) suggested that family members need to sensitise the value of education and provide their children with school materials, instead of using money unnecessarily on other forms of entertainment. Because of their inability to invest in their children's education, parents are unable to provide the facilities needed to support their children's education (Li & Qiu, 2018).

Children of poor families have inadequate access to resources in the community that support preschool preparations (Okiogo, 2013). The children's daily struggles to access school resources make them believe that their parents will not be able to support their education at universities. This dampens their interest in schoolwork and thus affects their academic performance and entrance to universities (Okiogo, 2013).

Chophel and Choeda (2021) stated that students' learning skills are related to their parents' socioeconomic background. Parents with low income are unable to provide a conducive learning environment and resources for their children. This affects the development of their children's brains (Chen et al., 2018). Children from low-income families have a small brain surface area, and this is the major reason why they cannot perform well academically (Noble et al., 2016). An increase in the financial state of the family facilitates the improvement in literacy (Tomul & Polat, 2023). However, Chevalier and Lanot (2022) argued that there is not enough research that reveals that families' economic state reduces learning opportunities.

Home Environment and Its Effect on Academic Achievement

A child's home background determines how they react to school (Junaidi et al., 2022; Muller & Kerbow, 2018). The majority of the families in rural settings consist of either extended families or a lot of siblings. In such cases, the younger children usually have a good chance of being educated while the older children help the parents in the field to contribute to the family's income (Tomul & Polat, 2023). The other reason for older children not attending school is that they have to share the resources, which is enough for only one sibling.

Dayat (2020) revealed that even if the elder children get an opportunity to go to school, they have to help their parents in fields or shops after hours. This keeps the student away

from school and affects their academic performance. Many students with poor performance in schools either have a lot of siblings at home and have too many domestic duties or are not living with their parents (Olufemi & Adediran, 2018). These students develop conditions such as having habits of copying homework and feeling sleepy, tired, bored, and hungry in class. Some students come from a single-parent family background. Students from such families deal with the absence of a mother or father and thus are usually psychologically affected (Schalekamp & Mthombeni, 2015). Children who are psychologically affected by their parent's separation due to divorce or death may play truant or engage in other problems such as sex networking or juvenile delinquency. These attitudes usually take a lot of school time and thus affect school performance (Yinusa & Basil, 2018).

Veramu (n.d.) elaborated that many Fijian parents with low socioeconomic backgrounds leave their children on their own. He further mentions that fathers send their children to buy yagona or mix yagona while the child is studying. Children from such backgrounds are often seen studying in a room filled with visitors consuming yagona and talking loudly which greatly impacts the child's academic achievements. Yunus et al. (2014) argued that family environment does not play any role in academic achievement. However, they suggest that it might influence how children adjust themselves in classrooms. They further elaborate that children are controlled by their past; therefore, they fail to identify their purpose in life.

Parents' Occupation and its Effect on Academic Achievement

Parents' occupation is a necessary component of socioeconomic status and educational attainment (Avvisati, 2020). Parents with good occupations can provide resources and emotional support and socialise with children. This allows children to focus on classroom work and perform well. Parents from low socioeconomic backgrounds often work long hours in tiring jobs or with uncertain employment. They spend a lot of time and energy and are thus unable to support their children's education (Chen et al., 2018; Milner et al., 2017).

Faisal (2014) revealed that parents who are civil servants or have other superior jobs easily identify their children's problems and can give them the best solution. They help children in doing homework by providing them with the necessary resources. Such parents also ensure that their children take healthy lunches or have enough pocket money to buy lunch from schools. Tokalauvere (2018) identified the influences of home and school situations on the performance of Year 13 iTaukei students. He stated that some students play truant to school because they look for food as parents are unable to buy food or they miss classes because they don't have lunch. These students opt not to attend class and end up roaming around in the village.

Parents' occupation impact on the children's education is an area of concern for many researchers. Students whose parents have good employment perform better than the

children of wage earners (Kaiser et al., 2013). The studies of Kaiser et al. (2013) also indicated that parents with good occupations were able to provide better resources to support the learning of their children. On the other hand, the children of casual workers have challenges that hinder them from participating in classrooms. Parents without a good occupation are always concerned about how to fulfil the family necessities, so they neglect the academic progress of their children.

Memon et al. (2010) highlighted that students whose fathers have highly paid jobs did better in examinations than those whose fathers are low-wage earners. They found that fathers who are highly paid provided their children with preferable resources and supported them morally, intellectually, and psychologically. On the other hand, the low-wage-earning fathers were unable to provide more advanced facilities to help their children with schoolwork.

Access to Education and disparities in education

Access to education and discrepancies in academic achievement pose significant challenges in Nigeria, particularly among students from low-income backgrounds. Socio-economic factors play a pivotal role in shaping the educational attainment and success of students in the country. One critical factor affecting educational access in Nigeria is poverty. Families with limited financial resources often struggle to cover school fees, purchase uniforms, and textbooks, and provide other essential resources for their

children's educational access and disparities in Nigeria. With a specific focus on socio-economic backgrounds on academic performance.

several studies have underscored the correlation between socioeconomic status and academic performance in Nigeria. For instance, Adeyemi and Adeyemi (2016) discovered that students from economically disadvantaged families were prone to academic underperformance compared to their more affluent counterparts, attributing this gap to insufficient resources and support available to students from impoverished backgrounds. Similarly, the study of Olatunji et al. (2017), investigated the impact of anxiety on academic achievement among low-income students in Nigeria, revealing a higher likelihood of poor academic performance among students experiencing heightened anxiety, thereby exacerbating the achievement divide between low-income and high-income students.

In addition to poverty, other socioeconomic factors such as parental educational level, family structure, and access to educational resources also significantly influence academic achievement in Nigeria. Salami et al. (2018) in his study, he found that students whose parents have higher levels of education tend to excel academically compared to those with less educated parents, highlighting parental education as a crucial determinant of academic success among Nigerian students.

Furthermore, disparities in education in Nigeria are also influenced by gender, ethnicity, and geographical location. Abubakar and Bello (2019) examined the gap in educational access in Nigeria, revealing lower attendance and completion rates among girls compared

to boys, thereby exposing gender disparities within the educational system. Additionally, disparities based on ethnicity and geographical location further exacerbate the inequalities in access to quality education across rural and urban areas in Nigeria.

While Salami et al., (2018) emphasize the importance of parental education in influencing academic achievement among students in Nigeria. It is important to note that economic factors such as poverty and access to resources, play a more significant role in determining educational outcomes for instance, according to the study conducted by Abubakar & Ahmad (2014), poverty is identified as a major barrier to educational success in Nigeria leading to decrease access to quality education, learning resources and extracurricular activities for a student from low socioeconomic backgrounds.

Parental Engagement

Parental engagement plays a crucial role in student's academic success, particularly among those from disadvantaged socio-economic backgrounds. In Nigeria, similar to many other nations, a notable disparity exists in academic performance between students varying in socio-economic circumstances. Research consistently demonstrates that students from low-income families tend to exhibit lower academic performance compared to their counterparts, partially due to differences in parental engagement levels. In Nigeria, the extent of parental engagement varies depending on the family's socio-economic status. Families from higher socio-economic backgrounds tend to display greater involvement in their children's education, whereas those from lower socio-economic backgrounds may encounter obstacles hindering their engagement, such as

limited education, resources, and competing responsibilities like work and household duties.

A series of studies in Nigeria have explored the impact of parental engagement on academic achievement. For instance, research by Olatunde and Adeyemi (2017) revealed that parental involvement in homework supervision, and monitoring significantly predicted students' academic performance. Similarly, Akanbi (2019) found a positive association between parental engagement, student motivation, and academic achievement. Moreover, parental engagement has been linked not only to academic outcomes but also to students' social and emotional development. Okonkwo et al. (2018) discovered that students whose parents actively participated in their education exhibited higher levels of self-esteem and emotional well-being compared to those with less engaged parents.

Although the studies mentioned above highlight the positive impacts of parental engagement on academic achievement and social-emotional development, some scholars have criticized their views. As illustrated in Meta-analysis studies on parental engagement conducted by Sui & Chi (2017). They found that the relationship between parental engagement and academic achievement is not always consistent. They emphasize the importance of considering other factors such as socioeconomic status and parental education in understanding the impact of parental engagement on students' academic achievement.

Financial constraints

Financial constraints represent a notable socio-economic factor that profoundly affects academic performance in Nigeria. Various studies indicate that students from low-income households encounter considerable hurdles in accessing quality education due to financial constraints. These obstacles manifest in different forms, including limited access to educational resources, inadequate nutrition, sub-standard living conditions, and a lack of academic support opportunities.

Amadi, O.B. et al., (2017) investigated the correlations between financial constraint and academic achievement among students in Nigeria. Their findings revealed that economically disadvantaged students tended to fare poorly academically compared to their peers from more affluent backgrounds. This aligns with the findings of Adeyemi, T.O. et al (2019), which underscore the adverse effects of financial limitations on students' academic performance.

Another factor to consider is the role of cultural practices, In Nigeria's diverse cultural landscape, encompassing over 250 ethnic groups, profoundly influences socio-economic status. According to Ogbu's cultural-ecological theory (1981), variations in cultural practices among these groups can contribute to disparities in economic opportunities and wealth accumulation.

Furthermore, Okonkwo, U.C., et al. (2018) examined the role of parental involvement in mitigating the impact of financial constraints on students' socio-emotional development in Nigeria. They discovered that parental engagement and support were crucial in helping students navigate the financial challenges they faced, ultimately leading to improved

academic outcomes. This underscores the pivotal role of family support in overcoming the obstacles posed by financial constraints.

Beyond academic performance, financial constraints also impede students' access to higher education. Ige, E.A et al. (2016). Investigated the barriers encountered by low-income students in pursuing post-secondary education in Nigeria. They found that financial constraints constituted a significant barrier, preventing students from enrolling in universities or colleges, thereby limiting their opportunities for academic advancement. While the studies mentioned above highlight the negative impact of financial constraints on academic achievement, other studies have identified that other things are also important. For example, the study by Smith et al. (2020) found that while financial constraints can be a challenge for students from low socioeconomic backgrounds, factors such as how motivated a student is, the quality of their lecturers, and how good the school is, can also be important determinacies of academic success.

In addition, a study carried out by Brown, A.etal.,(2018). examined the role of resilience in mitigating the effect of financial constraints on student achievement. They found out that students who displayed a high level of resilience were able to overcome financial challenges and perform well academically. Suggesting that individual characteristics also play an important role in determining academic success.

Furthermore, Johnson et al., (2019) also did a study and they found that government policies and interventions are importance in addressing financial constraints on education,

through financial aid programs and scholarship as that would help alleviate the burden of financial constraints on students, enabling them to achieve academic success.

Government Policies

Government policies wield substantial influence over the socio-economic factors that impact academic achievement in Nigeria. Particularly, policies concerning education funding, resource allocation, and accessibility can significantly shape student's educational experiences and outcomes across the nation.

A pivotal government policy with direct ramifications on academic achievement in Nigeria is the allocation of education funding. Sufficient funding is indispensable for equipping schools with essential resources like competent educators, textbooks, and adequate infrastructure for high-quality education. Nonetheless, studies reveal historical trends of underinvestment in education by the Nigerian government, resulting in overcrowded classrooms, shortages of qualified teachers, and inadequate school facilities (Olatunji et al., 2017). These funding deficits can impede students' learning and academic success, particularly for those from low-income backgrounds who may lack access to private tutoring or additional educational support.

Moreover, government policies about educational accessibility can also impact academic achievement in Nigeria. Disparities in access, such as gender imbalances or geographical

limitations, pose obstacles for students aspiring to pursue education. For instance, Adeniran, m., & Bello, S. (2019) identified significant challenges faced by Nigerian girls in accessing education, including cultural norms prioritizing boys' education over girls. These access disparities curtail educational opportunities for certain student demographics and contribute to overall lower academic achievement.

Additionally, government policies regarding curriculum and assessment practices play a role in shaping academic achievement in Nigeria. The curriculum taught in schools and the methods employed for assessing student learning can influence the quality of education and, consequently, academic success. For instance, if the curriculum fails to align with the requisites of skills and knowledge for success in higher education or the workforce, students may encounter difficulties in achieving academic proficiency (Olatunji et al.,2017).

The scholars' analysis of government policies influencing academic achievement in Nigeria provides a comprehensive overview of the factors at play. However, there are additional dimensions to consider in this discourse. For instance, Adedeji & Ajetunmobi (2016) disagree that corruption and mismanagement of educational funds by government officials significantly impact the effectiveness of educational access and quality.

Furthermore, in the research of Olatunde & Olasupo., (2019). They emphasize the importance of teacher training and professional development in improving academic achievement. They strongly held the view that investing in a teacher's skills and knowledge is important for enhancing the quality of education provided to students.

Neglecting this aspect in the discussion of government policies may overlook a critical factor in determining academic success.

Moreover, in the study of Uchendu et al., (2020) he highlighted the need for inclusive education policies that address the diverse needs of students, including those with disabilities or special educational needs. Neglecting to consider the impact of inclusive policies on academic achievement can perpetuate barriers to learning for marginalized groups within the education system.

Psychological factors

Psychological aspects play a pivotal role in shaping academic success among students in Nigeria, particularly those hailing from low socio-economic backgrounds. These factors wield significant influence over a student's ability to thrive academically and pose obstacles to accessing higher education.

One crucial psychological element affecting academic performance is self-efficacy. Which pertains to an individual's belief in their capacity to excel in specific tasks or situations. Students with diminished self-efficacy may harbor doubt regarding their abilities and could encounter challenges in overcoming academic obstacles. Adeyemi and Adeyemi's (2015) study revealed that low-income students in Nigeria often exhibit lower levels of self-efficacy compared to their more affluent peers, potentially hindering their academic progress.

Motivations stands out as another significant psychological factor. It plays a pivotal role in determining students' level of engagement and commitment to their academic

endeavors. Students lacking motivation may struggle to focus and might be less inclined to invest the requisite efforts needed for academic success. Ogunleye et al. (2018) discovered that low-income students in Nigeria frequently grapple with motivational hurdles due to inadequate support and encouragement from their families and communities.

Furthermore, psychological aspects like anxiety and stress can have a profound impact on academic achievement among socioeconomic backgrounds. Elevated levels of anxiety can impair cognitive functioning, making it hard for students to concentrate and perform satisfactorily in their studies. Olatunji et al. (2017) observed that low-income students in Nigeria often contend with heightened anxiety related to their academic performance, which can adversely affect their grades.

While scholars mentioned above, have highlighted important psychological factors that affect academic performance among low-income students, Other scholars have risen to contradict the limitations of their view on focusing primarily on individual psychological factors, and the inability to address the intersectionality of different identities.

Scholars mentioned above focus primarily on individual psychological factors, neglecting the role of family and community support in shaping academic outcomes. Adegoke and Ayo-Vaughan (2018) did a study and found out that students from poor families in Nigeria might do better in school if they have good support from families and communities. Moreover, the previous discussion did not address the intersectionality of different identities such as gender and cultural factors, and how they can affect academic

performance. For instance, a study by Babalola et al., (2020) found that gender and cultural factors can also play a significant role in shaping academic outcomes among low-income students in Nigeria. By looking at the relationship between factors like socioeconomic status, access to education, and culture, researchers can get a better understanding of why some groups of students do better than others. This knowledge can help them come up with better ways to help students who need it most.

2.6 Theoretical Framework

This research was based on Walberg's (1998) theory of Educational Productivity, which postulates that schools are the focal point for the positive influence on a student's academic success. There are many more factors in achieving success outside the realm of curriculum and instructional strategies and practices. Community support, parental involvement, and the psychological characteristics of students also play a critical role in the academic achievement of all students. Walberg's theory is useful in determining the different factors that affect academic achievement (Walberg, 2013). Walberg stated that the most important factor of academic success for students from low socioeconomic status is the home environment (Sun, Bradley & Akers, 2012). It is more crucial than other factors affecting academic achievement, such as parental income and education. Schools cannot change the factors of parental education and income but can have a positive effect on the home environment by educating and working with parents. Walberg opines that families from a high socio-economic background are more involved in the

educational process than those from a low socio-economic background. The theory postulates that the success of a student's academic achievement is strongly dependent upon parental involvement. These individuals need to have parental involvement in their academic journey to attain a high level of educational success. Parental involvement in students' academic work may result in higher grades and test scores, long-term academic achievement, positive attitudes and behaviour, more successful programs, and more effective schools.

From Walberg's (1998) theory, it is evident that there is a strong linkage between students' academic achievement and their socio-economic background. This theory is relevant to the current study as the researcher uses it to conceptualise that the student's academic achievement may be influenced by the parent's income, education level of parents, and family size. Similarly, other factors have a bearing on students' academic achievement.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research procedures and methods the researcher will be employing to obtain data needed for the study. It comprises the research design, population of the study, sample size, sampling technique, research instrument, validity of the instrument, sources of data, and method of data analysis. This chapter entails the methods adopted in preferring solutions to the topic under study.

3.2 Research Design

The researcher used the survey research design. The choice of this research design was considered appropriate because of its advantages of identifying attributes of a large population from a group of individuals. The design was suitable for the study as the study sought to investigate the impact of socioeconomic background on student academic achievement in Nigeria, a case study of the University of Benin, Edo State.

3.3 Population of the Study

The population of the study was made up of students from the Faculty of Social Sciences. The Faculty of Social Sciences at the University of Benin, Benin City, is made up of six departments, which include the Department of Political Science, Department of Public

Administration, Department of Sociology and Anthropology, Department of Geography and Regional Planning, Department of Social Work and Department of Economics and Statistics.

3.4 Sample Size and Technique

The sample size was made up of 120 students, which will be drawn from the six departments in the Faculty of Social Sciences at the University of Benin, Benin City. With the aid of the random sampling technique, twenty (20) respondents each will be drawn from the six departments, thus making a total sample size of 120 respondents.

3.5 Research Instrument

The research instrument for the study will be a structured questionnaire designed by the researcher. The questionnaires will be administered to respondents to complete without disclosing their identities. The questionnaire will be designed to obtain sufficient and relevant information from the respondents. The questionnaire consisted of a 4-point Likert scale response of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

3.6 Validity of the Instrument

To enhance the content validity of the research instrument, the constructed questionnaire for the study will be presented to the project supervisor to confirm content validity.

Necessary corrections will be effected, after which it will be written again before it will be administered by the researcher.

3.7 Sources of Data

Data was collected from two main sources, namely, the primary source and the secondary source. Primary source entails materials of statistical investigation that will be collected by the researcher for a particular purpose. They can be obtained through a survey, observation questionnaire, or experiment. Secondary sources are data from textbooks, journals, handsets, etc. The researcher adopted the questionnaire as a method of data collection for this study.

3.8 Method of Data Analysis

The data obtained will be analysed using the Statistical Package for Social Sciences (SPSS). Simple descriptive statistics such as frequency count and simple percentages were used in presenting the findings of the research.

3.9 Ethical Considerations

Polit & Beck (2008) describes ethics as a set of moral principles and values that will be apply during the research project. Ethical consent for this study will be sought from and approved by the authors institution. Ethical issues addressed in this study are voluntary participation, informed consent, privacy and protection from harm. Also, participant in

the study is assured of their confidentiality which was strictly respected as the researcher ensured that breaches of confidentiality did not occur by sharing research information with people known to the participants. In this research study, the collected data is coded and kept strictly confidential.

CHAPTER FOUR

DATA ANALYSES AND INTERPRETATION

4.1 Introduction

This chapter dealt with data analysis and presentation of results. The data were primarily sourced from the administered questionnaires. A total of one hundred and twenty (120) questionnaires were administered to respondents from six Departments in the Faculty of Social Sciences at the University of Benin, Benin City. However, one hundred and fifteen (115) questionnaires were returned and filled. Hence, the analysis of data was based on the one hundred and fifteen (115) questionnaires recovered.

4.2 Data Presentation and Analysis

Table 1: Distribution of Respondents by Gender

Gender		No of Respondents
Percentages %		
Male	57	49.57%
Female	56	48.70%
No answer	02	1.73%
Total	115	100%

Source: Field Survey 2025

Table 1 shows that the study is composed of both males and females. However, male respondents were a bit more available to participate in the study.

Table 2: Distribution of Respondents by Age

Age	No of Respondents	
Percentages %		
16-20	22	19.1
21-25	60	52
26-25	30	26.9
31 and above	03	2.
Total	115	100%

Source: Field Survey 2025

Table 2 shows that the study was composed of respondents with various age distributions. It indicates that a greater proportion of the respondents, representing 52% are within the age of 21- 25 years.

Table 3: Distribution of Respondents by Academic Level

Academic Level	No of Respondents	Percentages %
100 level	10	8
200 level	18	16
300 level	33	29
400 level	54	47
Total	115	100

Source: Field Survey 2025

Table 3 shows that the study was composed of respondents from the academic level. However, respondents who were 400 level at the time the questionnaires were administered were more involved in the study as shown in the study, with a representation of 47% as seen above.

4.3 Analysis of Data from Survey (Field)

Research Question 1: To what extent does socioeconomic background influence student academic achievement at the University of Benin?

Table 4: Distribution of responses on the extent socioeconomic background influences student academic achievement

S/N	Items	N	SA(%)	A(%)	D(%)	SD(%)
1.	Very High	115	56(49%)	30 (26%)	17(15%)	12 (10%)
2.	High	115	61 (53%)	30 (26%)	13 (11%)	11 (10%)
3.	Average	115	59 (51%)	32 (28%)	14 (12%)	10 (9%)
4.	Low	115	63 (55%)	30 (25%)	11 (10%)	11 (10%)
5.	Very Low	115	61 (53%)	26 (23%)	17 (15%)	11 (10%)

Source: Field Survey 2025

The analysis of data in the above table revealed that under item 1, 49% of the sampled respondents strongly agreed on the notion that the extent to which socioeconomic background influences academic achievement among undergraduate students at the University of Benin is very High, 26% agreed, 15% disagreed while 10% of the sampled respondents strongly disagreed. Under item 2, 53% of the sampled respondents strongly agreed that the extent to which socioeconomic background influences academic achievement among undergraduate students at the University of Benin is High, 26% agreed, 11% disagreed and 10% strongly disagreed on the item presented. Under item 3, 51% of the sampled respondents strongly agreed that the extent to which socioeconomic background influences academic achievement among undergraduate students at the

University of Benin is average, 28% agreed, 12% disagreed and 9% of the sampled respondents strongly disagreed. Under item 4, 55% of the sampled respondents strongly agreed on the notion that the extent to which socioeconomic background influences academic achievement among undergraduate students in the University of Benin is low, 25% agreed, 10% disagreed while 10% of the sampled respondents strongly disagreed. Under item 5, 53% of the sampled respondents strongly agreed on the notion that the extent to which socioeconomic background influences academic achievement among undergraduate students at the University of Benin is very low, 23% agreed, 15% disagreed while 10% of the sampled respondents strongly disagreed on the items presented.

The analysis of data in the table above implies that socioeconomic background influences student academic achievement at the University of Benin.

Research Question 2: How do different socioeconomic factors (e.g., parental income, education level, occupation) influence student academic achievement?

Table 5: Distribution of responses on how parental level of income influences student academic achievement

S/N	Items	N	SA(%)	A(%)	D(%)	SD(%)
1.	Students' inability to promptly pay tuition due to the low income of their parents affects class attendance which in turn affects their academic performance	115	52(45%)	45(39%)	12(10%)	6(6%)
2.	Students' inability to meet basic needs based on low parental incomes affects their academic performance	115	42(37%)	51(44%)	12(10%)	10(9%)
3.	Students whose parents are in high-income occupations have higher career aspirations and pass with flying colour	115	47(41%)	46(40%)	14(12%)	8(7%)

The analysis of data in Table 5 unravelled how parental level of income influences students' academic achievement. Under item 1, 45% of the sampled population strongly agreed that students' inability to promptly pay tuition due to the low income of their parents affects class attendance which in turn affects their academic performance, 39% agreed, 10% strongly disagreed and 6% disagreed. Under item 2, 37% strongly agree to

the opinion that students' inability to meet basic needs based on low parental incomes affects their academic performance, 44% agreed, 14 strongly disagreed, and 9% disagreed with the item presented. Under item 3, 41% strongly agreed with the opinion that students whose parents are in high-income occupations have higher career aspirations and pass with flying colours, 40% agreed, 12 strongly disagreed, and 7% disagreed with the item presented.

The analysis of data in the above table connotes that parental level of income influences student academic achievement, the study reveals that students who are unable to pay their tuition fee due to the low income of their parents affect class attendance which in turn affects their academic performance, student's inability to meet basic their needs based on low parental incomes affects their academic performance and students whose parents are in high-income occupations have higher career aspirations and pass with flying colour.

Table 6: Distribution of responses on how parental education level influences student academic achievement

S/N	Items	N	SA(%)	A(%)	D(%)	SD(%)
4.	Students whose parents have higher levels of education perform better academically	115	49(43%)	56(49%)	7(6%)	3(2%)
5.	Children from well-educated families have better opportunities than their counterparts from uneducated families, which enhances the academic performance of the former	115	42(37%)	41(36%)	17(14%)	15(13%)
6.	Parents who are educated engage their children in intellectual activities that help the children develop in healthy attitude	115	42(37%)	51(44%)	9(8%)	13(11%)

The analysis of data in Table 6 unravelled how parental education level influences students' academic achievement. Under item 4, 43% of the sampled population strongly agreed that students whose parents have higher levels of education perform better academically, 49% agreed, 6% strongly disagreed and 2% disagreed. Under item 5, 37% strongly agree with the opinion that children from well-educated families have better opportunities than their counterparts from uneducated families, which enhances the academic performance of the former, 36% agreed, 14 strongly disagreed, and 13% disagreed with the item presented. Under item 6, 37% strongly agreed with the opinion

that parents who are educated engage their children in intellectual activities that help the children develop in healthy attitude, 44% agreed, 8% strongly disagreed, and 11% disagreed with the item presented.

The analysis of data in the above table implies that parental educational level influences student academic achievement, the study reveals that those whose parents have higher levels of education perform better academically, and children from well-educated families have better opportunities than their counterparts from uneducated families, which enhances the academic performance of the former and parents who are educated engage their children in intellectual activities that help the children develop in a healthy attitude.

Table 7: Distribution of responses on how parental occupation influences student academic achievement

S/N	Items	N	SA(%)	A(%)	D(%)	SD(%)
7.	Parents' occupations determine the type of education a child receives from their parents in the career aspiration of students	115	52(45%)	50(43%)	7(6%)	6(5%)
8.	The occupational type of parents tends to exert a considerable positive influence on their children's academic performance in school	115	47(41%)	41(36%)	12(10%)	15(13%)

9.	Parents' occupation about their financial ability to take care of their children's needs reflects on students' performance	115	47(41%)	46(39%)	9(9%)	13(11%)
----	----------------------------------------------------------------------------------------------------------------------------	-----	---------	---------	-------	---------

The analysis of data in Table 7 unravelled how parental occupation influences students' academic achievement. Under item 7, 45% of the sampled population strongly agreed that Parents' occupations determine the type of education a child receives from their parents in the career aspiration of students, 43% agreed, 6% strongly disagreed and 6% disagreed. Under item 8, 41% strongly agree to the opinion that the occupational type of parents tends to exert a considerable positive influence on their children's academic performance in school, 36% agreed, 10 strongly disagreed, and 13% disagreed with the item presented. Under item 9, 41% strongly agreed with the opinion that parents' occupation about their financial ability to take care of their children's needs reflects on students' performance, 39% agreed, 9 strongly disagreed, and 11% disagreed with the item presented.

The analysis of data in the above table implies that parental occupation influences student academic achievement, the study unveils that parents' occupations determine the type of education a child receives from their parents in the career aspiration of students, the occupational type of parents tends to exert a considerable positive influence on their

children's academic performance in school, and parents' occupation about their financial ability to take care of their children's needs reflects on students' performance.

Research Question 3: What are the different factors related to socioeconomic status that can influence academic achievement?

Table 8: Distribution of responses on different factors related to socioeconomic status that can influence academic achievement

S/N	Items	N	SA(%)	A(%)	D(%)	SD(%)
1.	Parental education/involvement	115	58(50%)	31(27%)	18(17%)	8(7%)
2.	Family income/access to resources	115	46(40%)	43(37%)	19(17%)	7(6%)
3.	Stress and financial concerns	115	61(53%)	30(26%)	15(13%)	9(8%)
4.	Extracurricular activities	115	50(43%)	36(11%)	9(8%)	12(10%)

The analysis of data in Table 8 revealed different factors related to socioeconomic status that can influence academic achievement. Under item 1, 50% of the sampled respondents strongly agreed with the notion that parental education/involvement influences their children's academic achievement 31% agreed, 18% disagreed and 7% of the sampled respondents strongly disagreed. Under item 2, 40% of the sampled respondents strongly agreed that family income/access to resources influences the academic achievement of

their children, 37% agreed, 17% disagreed and 6% strongly disagreed with the item presented. Under item 3, 53% of the sampled respondents strongly agreed that stress and financial concerns influence academic achievement, 26% agreed, 13% disagreed and 8% of the sampled respondents strongly disagreed. Under item 4, 43% of the sampled respondents strongly agreed with the notion that Extracurricular activities influence academic achievement among undergraduate students, 11% agreed, 8% disagreed and 12% of the sampled respondents strongly disagreed with the items presented.

The analysis of data in the table above implies that different factors such as parental education/involvement, family income/access to resources, stress and financial concerns and extracurricular activities are related to socioeconomic status that influence student academic achievement at the University of Benin.

4.4 Discussion of the Finding

In this section the data was collected from a survey on the topic "Impact of Socioeconomic Background on Student Academic Achievement in Nigeria: A Case Study of the University of Benin". Will be discussed. The data was contained in one hundred and fifteen (115) fully complete copies of the questionnaire retrieved from the respondents.

Research Question One: To what extent does socioeconomic background influence student academic achievement at the University of Benin

Findings from research question one revealed that socioeconomic background has a major influence on student academic achievement at the University of Benin. In consonance with the above findings, Ovansa (2017) discovered that socioeconomic factors have a dominant impact on the school achievement of adolescents. The importance of socio-economic has clearly been emphasized as crucial in adolescent life. The relationship between socioeconomic factors and academic performance cannot be over-emphasized.

Research Question Two: do different socioeconomic factors (e.g., parental income, education level, occupation) influence student academic achievement?

Findings from research question two revealed that different socioeconomic backgrounds such as parental income, educational level and occupation influence students' academic achievement. In support of this finding, Raj & Chand (2023), asserted that parents' education and the types of jobs they did had very little impact on students' academic achievement. However, home environment and family income have a great influence on the achievements of the students in school. Also, Olabisi, (2024), opined that parental income, level of education and parental occupation significantly influence the academic performance of the student.

As revealed in the student parental income level of income influences student academic achievement the study reveals that students' who are unable to pay their tuition fee due to the low income of their parents affects class attendance which in turn affects their academic performance, students' inability to meet basic their needs based on low parental

incomes affects their academic performance and students whose parents are in high-income occupations have higher career aspirations and pass with flying colour.

The findings also reveal that parental educational level influences their children's academic achievement as unveiled in the study that students whose parents have higher levels of education perform better academically, and children from well-educated families have better opportunities than their counterparts from uneducated families, which enhances the academic performance of the former and parents who are educated engage their children in intellectual activities that help the children develop in a healthy attitude.

The findings further reveal that parental occupation also influences students' academic achievement, the study unveils that parents' occupations determine the type of education a child receives from their parents in the career aspiration of students, the occupational type of parents tends to exert a considerable positive influence on their children's academic performance in school, and parents' occupation about their financial ability to take care of their children's needs reflects on students' performance.

Research Question Three: What are the different factors related to socioeconomic status that can influence academic achievement?

Findings from research question three revealed that different factors such as parental education/involvement, family income/access to resources, stress and financial concerns and extracurricular activities are related to socioeconomic status that influence student academic achievement at the University of Benin. Collaborating on these findings,

Maikudi & Okpe (2018), asserted that home background factors influence the academic performance of students in schools. Prominent among the home background factors include parental educational level, parental income and parental motivation. The educational statuses of the parents and students' academic achievement have a close relationship between them.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This study investigated the impact of socioeconomic background on student academic achievement in Nigeria: a case study of the University of Benin. To achieve the purpose of the study, three research questions were raised and examined. The objectives of the study were to examine the relationship between socioeconomic background and student academic achievement at the University of Benin, identify the specific aspects of socioeconomic background that have the most significant impact on student academic achievement and identify different factors related to socioeconomic status that could influence academic achievement. The research design that was used in this study is the descriptive survey research design. The sample size was made up of one hundred and fifteen (115) respondents which were drawn from the respondents. Both primary and secondary data were used in the study. As regards the primary data, a questionnaire was used to elicit information from the respondents. The analysis of data was done using

frequency count and percentages. Findings from research question one revealed that socioeconomic background has a major influence on student academic achievement at the University of Benin. Findings from research question two revealed that different socioeconomic backgrounds such as parental income, educational level and occupation influence students' academic achievement. Findings from research question three revealed that different factors such as parental education/involvement, family income/access to resources, stress and financial concerns and extracurricular activities are related to socioeconomic status that influence student academic achievement at the University of Benin.

5.2 Conclusion

This study examined the impact of socioeconomic background on student academic achievement in Nigeria: a case study of the University of Benin. The study makes the following conclusions: socioeconomic background influences students' academic achievements and different factors such as parental education/involvement, family income/access to resources, stress and financial concerns and extracurricular activities are related to socioeconomic status that influence student academic achievement in the University of Benin.

5.3 Recommendation

Based on the findings and conclusion drawn, the following recommendations were put forward:

- The parents should re-examine their financial support to students since such support is viewed as the main contributor towards the student's academic performance.
- Parents should take a greater interest in the education of their children. This will in turn allow the children to improve their school achievements.
- The government should make sure teachers' and students' environments are conducive such as health care centres, shelters and other social facilities like electricity, and portable drinking water, are well provided. This to a large extent will encourage both lecturers and students by making them put in their best in teaching and learning situations.
- The economic crisis in Nigeria suggests that a greater percentage of the population in Nigeria is living below the poverty line and for growth to be achieved in the educational system, especially in the public schools, Nigeria has to address the issue of poverty, bridge the gap between the rich and the poor, this will not only spark off high academic growth but delisting Nigeria from her academic poverty trap.
- The rise of educational standards to the zenith should be the primary goal of all. The government, political leaders and spiritual leaders, parents, and elders in the community should work in unity to restore the lost glory of education in this country.

References

- Adeniran, M., & Bello, S. (2019) Gender disparities in access to education in Nigeria: *Gender and Education* 35 (1) 78-90.
- Adeyemi, T., & Adeyemi, A. (2016). Socio-economic status and academic achievement of secondary school students in Nigeria. *Nigerian journal of education, psychology*,14(2), 45-56.
- Ansary, R. (2017). Socioeconomic Factors of Dropout Situation in Rural Education: A Study of Two Villages in Rajshahi District. *Sociology and Criminology*, 5(2).
- Anwar, K., Asari, S., Husniah, R., & Asmara, C. H. (2021). Students' Perceptions of Collaborative Team Teaching and Student Achievement Motivation. *International Journal of Instruction*, 14(1), 325-344.
- Asiru,T.A. (2024), “Primary education and national development in Nigeria”, *International Journal of Special and General Education*. 3:155-165.
- Aud, S., Hussar, W., Johnson, F., Kena, G., Roth, E., Manning, E., Wang, X., & Zhang, J. (2012). The condition of education 2012 (NCES 2012-045). U.S. Department of Education, National Center for Education Statistics. Washington, DC.

- Avvisati, F. (2020). The measure of socioeconomic status in PISA: a review and some suggested improvements. *Large-scale Assessments in Education*, 8(1), 1-37.
- Bhat, M. A., Joshi, J., and Wani, A. (2016), Effect of socio-economic status on academic performance of secondary school students, *The International Journal of Indian Psychology*, 3(4), 32-37.
- Bourdieu, Pierre. (1989). *The state nobility: Elite schools in the field of power*. Stanford, CA: Stanford University Press.
- Buchmann, C. (2012), Measuring family background in international studies of education: Conceptual issues and methodological challenges, In National Research Council (Ed.), *Methodological advances in cross-national surveys of educational achievement* (pp. 150–197).
- Caldas, S. J., & Bankston, C., (2014). Effects of School Population Socioeconomic Status on Individual Academic Achievement. *The Journal of Educational Research*, 90(5), 269-277.
- Cetin, S.K., & Taskin, P. (2016). Parent Involvement in Education in terms of Their Socioeconomic Status. *Eurasian Journal of Educational Research*, 66(6), 105-122
- Chen, Q., Gao, W.Y., & Mo, L. (2018). *Effects of socioeconomic status, parent –child relationship, and learning motivation on reading ability*. Guangdong key Laboratory of mental health and cognitive science, Center for studies of Psychological Application, School of Psychology, South China Normal University, Guangzhou, China.
- Chevalier, A., & Lanot, G. (2002). The Relative Effect of Family Characteristics and Financial Situation on Educational Achievement. *Education Economics*, 10(2), 166-180.

- Chophel, T., & Choeda, U. (2021). Impact of Parental Involvement in Homework on Children's learning. *Journal of Education, Society and Behavioural Science*, 6(34), 35-46.
- Coleman, J. S. (2018), Social capital in the creation of human capital, *The American Journal of Sociology*, 94(1): 95–120.
- Dagbo, S.S. (2024), “Deaf children: their right to education through sign language”, *Journal of International Journal of Special and General Education*. 3:103-107.
- Dakuidreketi, M.R. (1995). *Factors contributing to academic under-achievement of first year ethnic Fijian students in science courses at the University of the South Pacific*. Unspecified.
- Dayat, D., Anwarudin, O., & Makhmudi, M. (2020). Regeneration of farmers through rural youth participation in chili agribusiness. *International Journal of Scientific & Technology Research*, 9(3), 1201-1206.
- Doll, B., & Lyon, M. (1998). Risk and Resilience: Implications for the delivery of education and mental health services in the schools. *School of Psychology Review*, 27(3), 348- 363.
- Duncan, G. J., & Magnuson, K. (2012). Socio-economic status and cognitive functioning: Moving from correlation to causation. *Wiley Interdisciplinary Reviews: Cognitive Science*, 3(3), 377- 386.
- Egunsola, A. O. E. (2014). Influence of home environment on academic performance of secondary school students in agricultural science in Adamawa State Nigeria. *Journal of Research & Method in Education*, 4(4), 46-53.
- Fairchild, G., Hawes, D. J., Frick, P. J., Copeland, W. E., Odgers, C. L., Franke, B., ... & De Brito, S. A. (2019). Conduct disorder. *Nature Reviews Disease Primers*, 5(1), 1-25.

- Faisal, M.A. (2014). The influence of parental socioeconomic status on their involvement at home, *International Journal of Humanities and Social Science*, 4(5), 1 –21.
- Ford, Y.P. (2013). *The relationship Between Socio-Economic Status and the Academic Achievement of Culturally Diverse Students*. Dissertations, Theses and Capstone Project Paper 585.
- Ghasemianpour, M., Bakhshandeh, S., Shirvani, A., Emadi, N., Samadzadeh, H., MoosaviFatemi, N., & Ghasemian, A. (2019). Dental caries experience and socioeconomic status among Iranian children: a multilevel analysis. *BMC public health*, 19, 1-8.
- González, G., & Vives, A. (2019). Work status, financial stress, family problems, and gender differences in the prevalence of depression in Chile. *Annals of Work Exposures and Health*, 63(3), 359-370.
- Hossain, M. (2006). Impact of education on socioeconomic development of rural people of Bangladesh. *Journal of Bangladesh Education*, 5(1), 1 -75.
- Hunt, T. K., Slack, K. S., & Berger, L. M. (2017). *Adverse childhood experiences and behavioral problems in middle childhood*. *Child Abuse & Neglect*, 67, 391-402.
- Ige, E.A et al. (2016). Barriers to post-secondary education among low-income students in Nigeria. *Nigerian Journal of Education*, 14(3), 67-74.
- Islam, M. R., and Khan, Z. N. (2017), Impact of socio-economic status on academic achievement among the senior secondary school students, *Educational Quest: An International Journal of Education and Applied Social Sciences*, 8(2), 665.
- Junaidi, F., Suwandi, S., Saddhono, K., & Wardani, N. (2022). Improving students' social intelligence using folktales during the covid-19 pandemic. *International Journal of Instruction*, 15(3), 209-228.

- Kim, S. W., Cho, H., and Kim, L. Y. (2019), Socioeconomic status and academic outcomes in developing countries: a meta-analysis, *Review of Educational Research*, 89(6), 875-916.
- Li, Z., & Qiu, Z. (2018). How does family background affect children's educational achievement? Evidence from Contemporary China. *The Journal of Chinese Sociology*, 5(1), 1-21.
- Liu, J., Peng, P., & Luo, L. (2020). The relation between family socioeconomic status and academic achievement in China: A meta-analysis. *Educational Psychology Review*, 32(1), 49-76.
- Morgan, P. L., Farkas, G., Hillemeier, M. M., and Maczuga, S (2009), Risk factors for learning-related behavior problems at 24 months of age: Population-based estimates, *Journal of Abnormal Child Psychology*, 37(3): 401-413.
- Okioga D. C. (2013), “The Impact of Students’ Socio-economic Background on Academic Performance in Universities, a Case of Students in Kisii University College”, *American International Journal of Social Science*, vol. 2,pp. 2
- Ogunleye S.O et al. (2018) Challenges among low-income students in Nigeria. *International Journal of Education Research*, 25(2). 112-120.
- Olatunji, A.B. et al. (2017). The impacts of anxiety on academic achievement among low-income students. In Nigeria. *Nigerian Journal of Education*, 15(11), 78-90, 2017
- Olayanju, O.J. (2024), “Historical analysis of the implementation of teacher education policy in Nigeria: 1896-2013”, *International Journal of Special and General Education*. 3:131-154.

- Olufemi, O.T., & Adediran, A.A. (2018). Factors Affecting Students' Academic Performance in College of Education in Southwest, Nigeria. *British Journal of Education*, 6(10), 43-56.
- Qaiser, S., Hassan, D.A., Ishtiaq, H., Muhammad, S., Farid, U.K., & Zaib, U.N. (2013). Effect of Socioeconomic status on the academic achievement of secondary school; students in Karak district, Pakistan. *International Journal of Human Resource Studies*, 2(4).
- Qamar, K.H. (2017). Socioeconomic and Cultural Factors Responsible for Illiteracy in Rural Areas of District Mandi Bahauddin Punjab, Pakistan. *Language in India*, 17(3), 138-148.
- Qishan. C., Kong, Y., Gao, W., & Mo, L. (2018). Effects of Socioeconomic Status, Parent-Child Relationship, and Learning Motivation on Reading Ability. *Frontiers in Psychology*, 9, 1297.
- Rather, A.S. and Sharma, K.K. (2015), Impact of Socioeconomic Status on the Academic Grades of Secondary Level Students, *International Journal of Social Science and Interdisciplinary Research*, 4(5): 11-15.
- Rothestein, R. (2024). Class and schools using social economic and educational reforms to close the white and black achievement gap. *Economic Policy Institute, U.S.A*
- Sabzwari G., R. (2024). A Study on the Effects of Parental Socioeconomic Status on the Disciplined Behavior of their Adolescent Children Studying in Secondary Classes, Islamabad: *Unpublished Ph.D. Thesis, Allama Iqbal Open University*.
- Salami, L et al (2018). Parental education level and students' academic performance in Nigeria. *Journal of Educational Research*, 30(4) 211-225.
- Sirin, S. R. (2005), Socioeconomic status and academic achievement: A meta-analytic review of research, *Review of educational research*, 75(3): 417-453.

- Schalekamp, C.V.Z., & Mthombeni, P. (2015). Social – Background Factors Affecting the Academic Success of First Year Sociology Students at the University of Johannesburg, South Africa. *Journal of Sociology Soc Anth*, 6(1), 31-44.
- Tokalauvere, M. (2008). *Exploring Home and School Factors Affecting the Performance of Form7 Fijian Students* (Doctoral dissertation, School of Education, Faculty of Arts and Law, The University of the South Pacific).
- Tomul E., and G. Polat G., (2023) “The Effect of Socioeconomic characteristics of Students on their Academic Achievement in Higher Education”, *American Journal of Education Research* pp. 449 455.
- Yunus, S.A., Samuel, L.B., & Wai, P.S. (2014). Effect of Family Environment on Student Academic Problems in School. *Journal of Education and Practice*, 5(19), 1-7.
- Yusuf, N. & Al-Banawi, N. (2023), “The impact of changing technology: the case of e-learning”, *International Journal of Contemporary Issues in Education Research*. 6(2):173-180.
- Zhang, F., Jiang, Y., Ming, H., Yang, C., and Huang, S. (2020), Family socioeconomic status and adolescents’ academic achievement: The moderating roles of subjective social mobility and attention, *Journal of Youth and Adolescence*, 49(9), 1821-1834.

APPENDIX I
DEPARTMENT OF POLITICAL SCIENCE
FACULTY OF SOCIAL SCIENCES
UNIVERSITY OF BENIN, BENIN CITY

Dear Respondents,

I am a final-year student at the Department of Political Science, Faculty of Social Sciences, University of Benin, Benin City, conducting research on the Impact of Socioeconomic Background On Student Academic Achievement in Nigeria: a Case Study of the University of Benin.

Honestly, the research is purely for academic purposes, and any information you provide will be treated with utmost confidentiality.

DEMOGRAPHIC DATA

Please tick the option you consider appropriate and fill in the blank spaces

1. Sex: Male () Female ()

2. Age: 16-20 () 21-25 () 26-30 () 30 years and above ()

3. Level: 100 () 200 () 300 () 400 ()

**QUESTIONNAIRE ON THE IMPACT OF SOCIOECONOMIC BACKGROUND
ON STUDENT ACADEMIC ACHIEVEMENT IN NIGERIA: CASE STUDY OF
UNIVERSITY OF BENIN**

Indicate the extent to which you agree or disagree with the following statements.

Key: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

S/N	ITEMS	SA	A	D	SD
RQ1	To what extent does socioeconomic background influence student academic achievement at the University of Benin?				
1.	Very High				
2.	High				
3.	Average				
4.	Low				
5.	Very Low				

RQ2	How do different socioeconomic factors (e.g., parental income, education level, occupation) influence student academic achievement?			
	Parental Level of Income			
6.	Students' inability to promptly pay tuition due to the low income of their parents affects class attendance which in turn affects their academic performance			
7.	Students' inability to meet basic needs based on low parental incomes affects their academic performance			
8.	Students whose parents are in high-income occupations have higher career aspirations and pass with flying colour			
	Parental Education Level			
9.	Students whose parents have higher levels of education perform better academically			
10.	Children from well-educated families have better opportunities than their counterparts from uneducated families, which enhances the academic performance of the former			
11.	Parents who are educated engage their children in intellectual activities that help the children develop in healthy attitude			
	Parental Occupation			
12.	Parents' occupations determine the type of education a child			

	receives from their parents in the career aspiration of students				
13.	The occupational type of parents tends to exert a considerable positive influence on their children's academic performance in school				
14.	Parents' occupation in relation to their financial ability to take care of their children's needs reflects on students' performance				
RQ3	What are the different factors related to socioeconomic status that can influence academic achievement?				
15.	Parental education/involvement				
16.	Family income/access to resources				
17.	Stress and financial concerns				
18.	Extracurricular activities				