

**IMPACT OF SOCIAL ECONOMIC BACKGROUND ON THE ACADEMIC
PERFORMANCE OF SCHOOL CHILDREN**

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BENIN CITY

SEPTEMBER, 2023

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**BEING A PROJECT SUBMITTED TO THE INSTITUTE OF
EDUCATION, UNIVERSITY OF BENIN, BENIN CITY IN PARTIAL
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BACHELOR IN EDUCATION (B.ED) DEGREE IN EARLY CHILDHOOD
EDUCATION**

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CERTIFICATION

This is to certify that this project work was carried out by INYANG NSEHE BLOSSOM, with matriculation number: EDU1803694 of the Institute of Education, University of Benin, Edo State, Nigeria, in partial fulfillment of the requirement for the award of a Bachelor's Degree(B.Ed) in Early Childhood Education.

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DEDICATION

This research work is dedicated to God Almighty the author of life for his grace, wisdom, and unconditional love which saw me through my academic pursuit in the University of Benin.

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ABSTRACT

This study was to explore the influence of socioeconomic background on the academic performance of school children in Oredo Local Government Area, Edo State. The research was centered around five key research questions: Does the financial status of parents impact their children's academic performance? What roles do parental education and occupation play in shaping school children's academic achievements? How does the availability of educational resources and facilities in schools affect the academic performance of students from various socioeconomic backgrounds? Are there disparities in the academic performance of students from diverse socioeconomic backgrounds attending public versus private schools? A descriptive survey research design was employed, incorporating both qualitative and quantitative methodologies. Data was collected using questionnaires, and the analysis involved computing frequencies and simple percentages. The study focused on school children within Oredo Local Government Area, Edo State, with a sample size of 80 respondents selected from eight primary schools in the region. Each of the eight chosen primary schools contributed 10 respondents. The research instrument consisted of a questionnaire containing sixteen items. To ensure the reliability of this instrument, a preliminary test was conducted by administering the research questionnaire to a group of individuals with similar characteristics as the research sample, utilizing the split-half method.

The study's findings indicated several noteworthy trends. Socioeconomic background was revealed to exert both positive and negative influences on the academic performance of school children. Factors such as parents' economic status, educational background, and occupation played significant roles in shaping their children's academic achievements. Additionally, the availability of educational resources and facilities in schools had an impact on students' academic performance. The following were recommended fair distribution of resources in schools, addressing disparities between disadvantaged and affluent areas. This includes providing updated materials, technology, and extracurricular opportunities to bridge the resource gap among students from different socioeconomic backgrounds. Expand and enhance quality early childhood education programs, particularly for economically disadvantaged children. These programs should emphasize cognitive and social development, fostering a love for learning, and ultimately improving academic performance in the future

CHAPTER ONE

INTRODUCTION

BACKGROUND TO THE STUDY

The impact of socioeconomic background on the academic performance of school children has been a topic of interest for researchers and educators for many years. It is widely acknowledged that children from different socio-economic backgrounds have different academic outcomes, and this has been attributed to various factors such as access to resources, parental involvement, and quality of education.

Research has shown that children from lower socio-economic backgrounds tend to have poorer academic outcomes than their peers from higher socio-economic backgrounds. This can be attributed to a lack of access to resources such as textbooks, computers, and other learning materials, as well as a lack of parental involvement in their education. Children from low-income families may also face additional challenges such as hunger, health issues, and housing instability, which can impact their ability to succeed academically.

On the other hand, children from higher socio-economic backgrounds tend to have access to more resources and opportunities, which can lead to better academic outcomes. For example, they may have access to private tutors, attend high-quality schools, and have parents who can provide them with academic support and guidance. Understanding the impact of socioeconomic background on academic performance is crucial for educators and policymakers to address the issue of educational inequality. By identifying the factors that contribute to these disparities, interventions can be developed to provide targeted support for students from disadvantaged backgrounds and improve their chances of academic success. Traditionally, socioeconomic status and parents' level of education have been considered as predictors of children's academic achievement. However, recent research has shown that these variables may not have a direct association with children's academic success but instead, they are part of a broader group of psychological and sociological variables that affect children's school outcomes (Joan, 2009).

Children from economically disadvantaged backgrounds often face a host of challenges that can, impact their academic success. These challenges include poor nutrition, inadequate healthcare, substandard living conditions, limited access to educational resources, and exposure to violence and crime children from economically disadvantaged backgrounds often face a range of challenges that can impact their academic success and future economic opportunities. These challenges include poor nutrition, inadequate healthcare, substandard living conditions, limited access to educational resources, and exposure to violence and crime.

Also, many children from economically disadvantaged backgrounds experience food insecurity and lack access to healthy, nutritious food. This can lead to poor physical and cognitive development, which can impact academic performance. Additionally, children from these backgrounds may lack access to quality healthcare, including preventative care, which can lead to chronic health conditions that can impact academic performance.

Substandard living conditions, such as overcrowded housing and exposure to environmental toxins, can also have a negative impact on physical and mental health, and can hinder academic performance. Children from economically disadvantaged backgrounds may have limited access to educational resources, such as books, technology, and extracurricular activities, which can lead to a lack of exposure to academic and cultural enrichment opportunities.

Exposure to violence and crime is another significant challenge that can impact academic success. Children from economically disadvantaged backgrounds may be exposed to higher rates of violence and crime, which can lead to physical and mental trauma and impact academic performance. All of these factors can contribute to a child's poor academic performance and limit their future economic opportunities.

Several studies have shown that parents' education has a significant impact on the academic achievement of their children. Grissmer (2003) notes that parents' level of education is the most important factor affecting students' academic achievement. Similarly, Taiwo (1993) argues that parents' educational background influences their children's academic achievement because parents can act as second teachers, guide, and counsel their children, and provide the necessary

materials for their education. These findings suggest that parental education can play a crucial role in shaping the academic success of children. Musgrave (2000) supported the idea that children who come from educated households tend to have better academic performance. In contrast, children from more affluent families tend to have access to various resources that can support their academic success. According to studies by Coleman et al. (1966) and Lareau (2002), these resources may include private tutoring, educational enrichment programs, access to high-quality schools, and a supportive family environment. As a result, these children are more likely to perform well academically and enjoy greater economic success later in life.

According to Onocha (1985), children from well-educated families with high socioeconomic status are more likely to perform better academically than those from illiterate families due to the support they receive, including a good academic environment, parental guidance, access to educational materials, and adequate nutrition. These children are also more likely to attend good schools with experienced teachers. Family processes have been found to affect children's academic achievement, with noting that the home environment provides physical, social, and intellectual factors that impact learning. They also suggest that the level of encouragement, expectations, and education activities in the home are related to socio-economic status. Song and Hattie (2004) agree that families from different socio-economic groups create different learning environments that affect a child's academic achievement. Parental attitudes toward education also play a role in shaping their children's attitudes and educational progress. It is crucial to acknowledge that parents play a vital and often undervalued role in their children's education. They are among the most influential factors in their children's academic success, and it is essential to promote increased parental involvement in education.

Finally, the impact of socio behaviors background on academic performance is a complex issue that has been studied extensively by researchers. While there is no single factor that can explain the relationship between socioeconomic background and academic performance. This means that there is no one factor that can fully account for the link between socioeconomic background and academic performance. likely, likely that a combination of different factors, such as parental education, access to educational resources, and the quality of the

school environment, all play a role in shaping a student's academic achievement. Therefore, it is important to consider and address all of these different factors to create a more equitable educational system that can provide all students with an equal opportunity to succeed, regardless of their background. There is a strong correlation between the two. Understanding this relationship is essential for developing effective policies and interventions aimed at promoting academic success for all children, regardless of their socio-economic background.

STATEMENT OF THE PROBLEM

The home is the first and most important of socialisation of the child whatever values, norms that the home found worthy to be transferred to the child are usually passed on. How well the family is equipped socially and economically in addition to the educational background to the family will always reflect on the child learning. It is important for us to point out that the family may be categorised as highly economically viable i.e.(upper class, middle class, low income group). These stratification of the family no doubt will determine the type of education will reflect as such.

A rich environment; libraries, social media, textbooks etc will promote the type of education of the child. Similarly, children from background where these materials are lacking will struggle to cope with academic performance compared to their counterparts from rich homes. However, the extent to which claims are true is what this study is to investigate if indeed the social economic background of families where children comes from will impact on their academic performance.

RESEARCH QUESTIONS

In this regard, therefore, the following research questions have been raised to guide the study:

1. Does the economic status of parents have any impact on the academic performance on their children?
2. What role do parental education and occupation play in the academic performance of school children?
3. How does the availability of educational resources and facilities in schools impact the academic performance of school children from different socio-economic backgrounds?
4. Are there any differences in the academic performance of school children from different socio-economic backgrounds attending public and private schools?

PURPOSE OF THE STUDY

The purpose of the study on the impact of social economic background on the academic performance of school children is to examine how different socioeconomic backgrounds of students affect their academic performance. The study aims to identify the factors that contribute to the achievement gap between students from different socioeconomic backgrounds and propose possible solutions to mitigate these effects. By understanding the relationship between social economic background and academic performance, the study aims to provide insights that can inform educational policies and practices, and ultimately help to improve academic outcomes for all students, regardless of their socioeconomic status.

SIGNIFICANCE OF THE STUDY

The research study on the "Impact of socioeconomic background on the academic performance of school children" primarily focuses on the relationship between socioeconomic factors and academic achievement. While the study does not explicitly focus on specific entities like schools, families, or social media, it aims to understand how socioeconomic background influences the academic

performance of school children in general. The study may indirectly shed light on the role of schools, families, and social media in creating or mitigating educational disparities.

In terms of schools, the study may explore how disparities in funding, resources, and quality of education can contribute to the achievement gap between students from different socioeconomic backgrounds. It may investigate whether certain school interventions or policies can help mitigate these disparities and promote equal educational opportunities for all students.

Regarding families, the study may examine the influence of parental involvement, support, and expectations on a child's academic success. It may investigate whether socioeconomic background affects the level of parental involvement and whether this, in turn, impacts the child's educational outcomes.

While the study does not specifically focus on social media, it may indirectly explore the influence of digital resources, access to technology, and online learning opportunities on academic performance. It may investigate how socioeconomic factors can affect a student's access to and effective utilization of educational resources available through social media or other digital platforms.

Overall, the study aims to provide insights into the complex interplay between socioeconomic background, educational institutions, families, and potentially digital resources, contributing to a better understanding of how these factors collectively shape the academic performance of school children.

SCOPE OF THE STUDY

The scope of this study on the impact of socioeconomic background on the academic performance of school children will focus on primary and secondary schools within a particular geographical area. The study will explore the relationship between socioeconomic background and the academic performance of students in terms of their grades, attendance, and participation in extracurricular activities. The study will also consider factors such as parental involvement, access to learning resources, and teacher quality. However, the study will not examine the impact of cultural and environmental factors on academic performance.

LIMITATION TO THE STUDY

This study is limited to school children in Oredo local government area, Benin city Edo state.

DEFINITION OF TERMS

To provide a clear understanding of the research topic, here are some definitions of terms:

- 1. Social-Economic Background:** Refers to an individual's social and economic status or position within a society, including factors such as income, education level, occupation, and social class.
- 2. Academic Performance:** Refers to the level of success a student achieves in their academic pursuits, including grades, test scores, and overall educational achievements.
- 3. Parental Involvement:** Refers to the level of engagement and support provided by parents or caregivers in a child's educational experience.
- 4. Home Environment:** Refers to the physical and social factors present in a child's home, including the level of support and resources available for educational activities.
- 5. Socio-Economic Status (SES):** Refers to an individual's position within a social hierarchy, based on factors such as income, education level, occupation, and social class.

6. **Educational Resources:** Refers to the materials, facilities, and opportunities available to students to support their academic pursuits, including textbooks, technology, and extracurricular activities.

7. **Academic Achievement:** Refers to the level of success a student achieves in their academic pursuits, including grades, test scores, and overall educational achievements.

LITERATURE REVIEW

This chapter reviewed literature relating to the research topic of this study. The literature was reviewed under the following sub headings.

- Theoretical Framework
- Social Reproduction Theory By Pierre Bourdieu(1977)
- Human Capital Theory by Gary Becker
- Concept of Socioeconomic Status (SES)
- Overview of Socio-economic Background
- Impact Of Parental Socioeconomic On The Academic Performance Of School Children
- The Impact of Availability of Educational Resources and Materials on the Academic Performance of School Children From Different Socioeconomic Background
- Impact of Home Environment including Parental Involvement and Support on the Academic Performance of School Children from Different Socio-economic Backgrounds
- Differences in the Academic Performance of School Children from Different Socio-economic Backgrounds Attending Public and Private Schools
- Summary of Literature Review

Theoretical Framework

The study is hinged on two theories. These are the Social reproduction theory by Bourdieu(1977) and Human capital theory by Gary Becker. The two theories complement each other in investigating the impact of Socioeconomic background on the academic performance of school children.

Social Reproduction Theory By Pierre Bourdieu(1977)

Social reproduction theory posits that socioeconomic inequalities are reproduced and perpetuated across generations through the transmission of social and cultural capital. According to this theory, children from privileged backgrounds have access to resources, networks, and educational opportunities that give them an advantage in the academic realm. Conversely, children from disadvantaged backgrounds face barriers and limited opportunities, leading to lower academic achievement. This theory helps explain the systemic nature of socioeconomic disparities in education. Bourdieu is one of the prominent sociologists associated with the social reproduction theory. His work, such as "Cultural Reproduction and Social Reproduction" (1977), explores the relationship between social class, cultural capital, and educational outcomes.

Social economic background affects the development of cultural capital. Cultural capital refers to the knowledge, skills, and cultural practices that individuals acquire through their socialization processes. Children from higher socioeconomic backgrounds often have greater exposure to cultural experiences, cultural norms, and educational expectations. This cultural capital can provide them with a head start in academic settings, as they are more familiar with the dominant culture and its expectations, while children from lower socioeconomic backgrounds may face cultural barriers and feel a sense of marginalization. It also influences the access to educational resources and opportunities. Children from higher socioeconomic backgrounds often have access to better schools, educational materials, private tutoring, and enrichment activities. This access can enhance their academic performance and create an advantage over children from lower socioeconomic backgrounds who may lack these resources. Bowles and Gintis, American economists and sociologists, explored similar themes in their book "Schooling in Capitalist America" (1976), which examined how education serves to reinforce social and economic inequalities and how the education system perpetuates social class divisions.

Human Capital Theory Gary Becker'(1960s)

Human capital theory suggests that individuals' education and skills contribute to their economic success and social mobility. According to this perspective, individuals from higher socioeconomic backgrounds are

more likely to acquire valuable human capital through access to quality education, which in turn enhances their academic performance. This theory emphasizes the economic value of education and its role in determining future economic outcomes. Becker, an American economist and Nobel laureate, is widely regarded as the founder of the Human Capital Theory. He outlined the main concepts and principles of the theory in his book "Human Capital: A Theoretical and Empirical Analysis with Special Reference to Education" published in 1964.

Becker's Human Capital Theory posits that individuals can enhance their economic productivity and earning potential by investing in education, training, and other forms of human capital. According to the theory, individuals acquire knowledge, skills, and abilities that can be considered as "capital" and can be used to generate economic returns in the labour market. This perspective emphasizes the economic value of education and training in improving individual outcomes and promoting economic growth.

One way in which the Human Capital Theory influences the impact of social economic background on academic performance is through the concept of "educational attainment." Individuals from higher social economic backgrounds often have more financial resources, which can translate into better educational opportunities, such as attending well-funded schools or accessing additional educational support. These advantages can contribute to higher levels of educational attainment and academic achievement (Bourdieu & Passeron, 1977). Moreover, the theory highlights the importance of investment in human capital, including education and training, as a means to enhance productivity and economic success. This perspective suggests that individuals from higher social economic backgrounds may have more resources to invest in educational opportunities, leading to a greater accumulation of human capital and potentially better academic performance (Becker, 1993).

Concept of Socioeconomic Status (SES)

Socioeconomic status (SES) refers to the combined social and economic factors that influence an individual's or a family's position in society. It encompasses various indicators such as income, education level, occupation, and wealth, providing a comprehensive understanding of an

individual or family's social and economic well-being. Research has extensively explored the concept of socioeconomic status and its impact on different aspects of life. Income is a crucial component of SES and reflects the financial resources available to individuals or families. Higher income levels are associated with better access to quality education, healthcare, housing, and other resources that contribute to overall well-being (Adler & Newman, 2002). Education is a key significant dimension of SES. It captures the level of formal education attained by individuals or families. Higher levels of education are generally associated with improved job prospects, higher earning potential, and access to a wider range of opportunities (Braveman et al., 2010). Education also plays a fundamental role in shaping cognitive abilities, critical thinking skills, and academic achievement. Research consistently demonstrates that socioeconomic status significantly influences educational experiences and achievement. Children s from higher SES backgrounds tend to have greater access to educational resources, such as high-quality schools, well-equipped classrooms, and a supportive learning environment (Sirin, 2005). These advantages contribute to their academic success and overall educational outcomes.

One critical aspect of SES in relation to education is parental education. Parents with higher levels of education often possess a greater understanding of the education system and its requirements. They are more likely to provide academic support, guidance, and encouragement to their children, which positively influences their educational performance (Davis-Kean, 2005). Financial resources associated with higher SES also play a role in educational opportunities. Families with greater economic resources can afford additional educational resources, such as private tutoring, enrichment programs, and educational materials, which can enhance their children's learning experiences and academic outcomes (Reardon, 2011). One critical aspect of SES in relation to education is parental education. Parents with higher levels of education often possess a greater understanding of the education system and its requirements. They are more likely to provide academic support, guidance, and encouragement to their children, which positively influences their educational performance (Davis-Kean, 2005). Moreover, socioeconomic status impacts the educational expectations and aspirations of children. Children from higher

SES backgrounds often have higher educational aspirations and are more likely to pursue higher education (Conger & Donnellan, 2007). This ambition and motivation contribute to their long-term educational success.

Occupation is a key factor in determining socioeconomic status. It reflects the type of job an individual holds and the corresponding income and social status it entails. Different occupations offer varying levels of financial stability, job security, and advancement opportunities, all of which contribute to an individual's overall socioeconomic position. Additionally, wealth and assets are important aspects of SES. Wealth encompasses the accumulated resources, including property, investments, and savings, which provide a safety net and the ability to access further opportunities and resources (Folbre, 2008). The concept of socioeconomic status recognizes the interconnectedness of income, education, occupation, and wealth in shaping an individual's social and economic position within society. It is important to note that socioeconomic status is a complex construct influenced by various factors, and its effects can manifest differently in different contexts.

Overview of Socio-economic Background

Socioeconomic background refers to the social and economic factors that shape an individual's or family's position within society. In the context of academic performance, socioeconomic background refers to the influence of social and economic factors on a children 's educational outcomes. Numerous studies have established a strong link between socioeconomic background and academic performance. Children s from higher socioeconomic backgrounds tend to have better academic achievement compared to their counterparts from lower socioeconomic backgrounds. One key factor contributing to this disparity is access to educational resources. Higher socioeconomic status (SES) families often have greater financial resources, enabling them to provide their children with access to high-quality schools, educational materials, and extracurricular activities Sirin(2005). These resources and opportunities create a more conducive learning environment, enhancing academic performance. Parental education and involvement also play a crucial role in

the academic success of children s. Parents from higher SES backgrounds are more likely to have higher levels of education themselves, leading to a better understanding of the education system and its requirements. They can provide academic support, guidance, and educational enrichment opportunities that positively impact their children's academic performance (Davis-Kean, 2005). The home environment and level of support within the family significantly influence academic achievement. Higher SES families often create a supportive home environment, characterized by a focus on education, access to books and educational materials, and engagement in educational activities (Pong, Dronkers, & Hampden-Thompson (2003). This nurturing environment fosters a positive attitude towards learning and academic success. One significant aspect is the availability of educational resources and facilities in schools. Schools located in higher socioeconomic areas tend to have better infrastructure, well-equipped classrooms, libraries, and access to technology (Reardon, 2011). These resources enhance the learning experience and contribute to improved academic outcomes.

Another factor is the exposure to cultural capital, which refers to the knowledge, skills, and cultural experiences that individuals acquire through their social and economic background. Children s from higher socioeconomic backgrounds often have greater exposure to cultural activities, museums, art, and music, which can enhance their cognitive development and academic performance Bourdieu(1986). The socioeconomic background also influences the quality of peer interactions and social networks. Children s from higher socioeconomic backgrounds are more likely to have peers who value education, engage in academic discussions, and have higher aspirations DiMaggio (1982). These positive peer influences can motivate children s to perform better academically. Furthermore, the impact of socioeconomic background on academic performance can be mediated by the school environment and teacher expectations. Research has shown that teachers may have different expectations and biases towards children s from different socioeconomic backgrounds Raudenbush & Bryk (2002). This can affect the level of support, resources, and opportunities provided to children s, ultimately influencing their academic outcomes.

In conclusion, socioeconomic background significantly influences academic performance through its impact on access to resources, exposure to cultural capital, peer interactions, school environment, and teacher expectations. Recognizing and addressing these disparities is crucial for promoting educational equity and ensuring equal opportunities for all children s.

Impact Of Parent Socioeconomic On The Academic Performance Of School Children

Parents with higher socioeconomic status (SES) often have more financial resources, which can translate into better access to educational resources for their children. This includes the ability to afford high-quality schools, private tutoring, educational materials, and extracurricular activities schools with better funding and resources often offer enhanced educational programs, smaller class sizes, and more experienced teachers, which can contribute to improved academic achievement Sirin(2005). Research has shown that such access to resources positively correlates with academic achievement extracurricular activities are another area where higher SES parents can provide advantages to their children. They can afford to enroll their children in various enrichment activities such as music lessons, sports programs, art classes, or leadership development opportunities. These activities not only contribute to a well-rounded education but also foster the development of skills, discipline, and teamwork, which can positively impact academic performance Reardon (2011).

One way in which higher SES parents influence the home environment is through the availability of books and educational materials. They can afford to provide a wide range of books and learning resources, which expose children to a variety of subjects and foster a love for reading and learning. Research has consistently shown that access to books at home is positively associated with academic achievement (Davis-Kean, 2005). Furthermore, higher SES parents are more likely to engage in educational activities with their children. This can include helping with homework, engaging in stimulating conversations, and providing educational experiences beyond the classroom. These interactions contribute to a supportive and intellectually stimulating home environment.

Children from such environments have greater exposure to vocabulary, academic concepts, and critical thinking, which can positively influence their academic performance (Pong, Dronkers, & Hampden-Thompson, 2003). Additionally, higher SES parents may have the resources to enroll their children in extracurricular activities or enrichment programs outside of school. Participation in these activities can enhance children's cognitive and non-cognitive skills, such as problem-solving, teamwork, and time management. These skills, developed through extracurricular activities, can have a positive impact on academic performance Davis-Kean (2005).

Research has consistently shown that parental education level and expectations are significant predictors of children's academic performance. A study by Eamon (2005) found that parental education level positively influenced children's academic achievement, with children of highly educated parents achieving higher academic outcomes. The study also revealed that parental expectations for their children's educational attainment were associated with higher academic performance. Conger and Donnellan (2007) conducted a meta-analysis that examined the relationship between parental education and children's academic achievement across various studies. The results indicated a positive association between parental education level and children's academic outcomes. The study also found that parental expectations for their children's educational success were a significant predictor of children's academic achievement.

Impact of Availability of Educational Resources and Materials on the Academic Performance of School Children From Different Socioeconomic Background

Access to a wide range of learning materials, including books and educational resources, has been found to positively impact academic achievement, especially for children from low-income backgrounds (Sirin, 2005). It has been emphasized that access to educational resources in schools is essential for narrowing achievement gaps and promoting children's success (Borman & Rachuba, 2001). Research has shown that access to educational resources in schools is vital for narrowing achievement gaps between children from different socio-economic

backgrounds. By providing equitable access to learning materials, schools can create a level playing field for all children s, regardless of their socio-economic status. This can help to reduce disparities in academic achievement and increase the chances of success for children s from low-income backgrounds, For children s from low-income backgrounds, who may have limited resources at home, having access to educational resources in schools becomes even more critical. It helps to bridge the gap between their home environments and the learning opportunities available to their more affluent peers. By providing access to books, textbooks, reference materials, and educational technology, schools can ensure that all children s have equal opportunities to explore and engage with the curriculum. The quality of teaching and learning experiences also greatly influences children outcomes. Effective teaching practices and the presence of resources in schools have been shown to significantly enhance children learning (Hattie, 2009). Well-equipped classrooms and technology integration have been associated with increased children engagement and improved academic achievement (Taylor & Nolen, 2005). Well-equipped classrooms with adequate resources and technology integration can enhance children engagement and improve academic achievement. When classrooms are equipped with relevant teaching materials, such as textbooks, manipulatives, laboratory equipment, and educational technology, children s have more opportunities to interact with and explore the subject matter. This hands-on and interactive learning environment fosters children curiosity, critical thinking, and problem-solving skills. The integration of technology in classrooms has shown promising results in promoting children engagement and achievement. Technology tools, such as interactive whiteboards, educational software, and online resources, can provide multimedia-rich and interactive learning experiences. These resources allow children s to access a wealth of information, engage in virtual simulations, collaborate with peers, and receive personalized feedback. Technology integration can also enable differentiated instruction, catering to the diverse learning needs of children s.

Providing practical learning opportunities, such as well-equipped science laboratories and experiential learning activities, has been found to enhance children s' understanding, application, and performance in academic subjects (Linn & Palmer, 2010; Reis & Colbert, 2004). One key

benefit of practical learning opportunities is that they allow children s to engage in hands-on experiences that go beyond traditional classroom instruction. Well-equipped science laboratories, for example, provide children s with the opportunity to conduct experiments, make observations, and analyze data in a controlled and interactive environment. Through these experiences, children s can develop a deeper understanding of scientific concepts and principles by directly engaging with them in a tangible and meaningful way. Also practical learning experiences also promote children engagement and motivation. When children s are actively involved in their learning through practical activities, they are more likely to be attentive, focused, and invested in the subject matter (Reis & Colbert, 2004). The interactive and experiential nature of practical learning captures children s' interest and curiosity, making the learning process more enjoyable and meaningful. Participation in extracurricular activities and enrichment programs has also been linked to improved academic performance and reduced school dropout rates (Mahoney, Cairns, & Farmer, 2003; Fredricks, Blumenfeld, & Paris, 2004). These activities provide children with additional learning experiences, foster self-confidence, and contribute to their overall academic success. Engaging in extracurricular activities provides children s with additional learning experiences beyond the traditional classroom setting. These activities, which can include sports, arts, clubs, community service, and academic enrichment programs, offer opportunities for children to explore their interests, develop new skills, and apply their knowledge in real-world contexts. Through participation in these activities, children s often gain valuable experiences that enhance their academic abilities and broaden their perspectives.

Furthermore, the availability of support services and interventions, such as counseling, tutoring, and targeted programs for at-risk children s, has been shown to positively impact academic achievement (Bodovski & Farkas, 2007; Dynarski et al., 2008). These support services cater to the specific needs of children s and provide them with the necessary assistance to succeed academically. Counselling services play a crucial role in supporting children s' emotional well-being and addressing any psychological or social issues that may affect their academic performance. Research has shown that access to counselling services is associated with

improved academic outcomes. Counsellors provide guidance, support, and interventions to help children navigate challenges, set goals, and develop strategies to overcome academic obstacles. Tutoring programs, whether provided by teachers, peer tutors, or external organizations, have also been shown to positively influence academic achievement. Children who receive additional academic support through tutoring have been found to make significant academic gains. These programs offer personalized instruction, remedial assistance, and reinforcement of key concepts, filling in gaps in children's understanding and helping them succeed academically.

Impact of Home Environment Including Parental Involvement and Support on the Academic Performance of School Children from Different Socio-economic Backgrounds

The home environment plays a crucial role in influencing the academic performance of school children from different socio-economic backgrounds. Numerous studies have highlighted the impact of various aspects of the home environment on children's educational outcomes. Family socioeconomic status (SES) also plays a role in the home environment and academic performance relationship. A study by Entwisle and Alexander (1992) showed that children from higher SES families typically have more enriching home environments, with greater access to educational resources and experiences that foster intellectual development. Parental involvement refers to the active engagement of parents in their children's education, including activities such as monitoring homework, attending parent-teacher conferences, and participating in school events. Research has consistently shown a positive relationship between parental involvement and academic achievement Desforges & Abouchar(2003). A meta-analysis by Fan and Chen (2001) found that parental involvement had a stronger effect on children achievement than socioeconomic status. This suggests that regardless of socio-economic background, parental involvement can positively influence academic outcomes. Parental support, including providing resources, encouragement, and guidance, is another critical factor in determining academic success. Studies have shown that children who receive consistent support from their parents perform better academically (Hill & Tyson, 2009). Parental support can manifest in various

ways, such as creating a conducive learning environment at home, setting academic expectations, and assisting with homework and study strategies.

Additionally, the quality of communication and the level of parent-child interactions at home play a significant role in academic performance. Research by Jeynes (2005) demonstrated that positive parent-child communication and frequent discussions about school-related topics were associated with higher academic achievement. Engaging in conversations about academic goals, providing feedback on schoolwork, and discussing educational aspirations can foster a supportive home environment that promotes learning. Research has consistently shown that a supportive home environment, characterized by parents who value education and actively participate in their children's learning, positively impacts academic achievement. For example, a study by Sui-Chu and Willms (1996) found that parental involvement, including discussing school activities, helping with homework, and attending school events, significantly predicted higher math and reading achievement.

Parental support and encouragement also contribute to improved academic performance. A study by Davis-Kean (2005) demonstrated that parents who provide emotional support, establish high expectations for their children's educational success, and promote a positive attitude towards learning positively influence their children's academic outcomes. Moreover, the socio-economic background of parents can influence the types and extent of support provided. A study by Pong and colleagues (2003) revealed that parents from higher socio-economic backgrounds tend to provide more resources and educational opportunities to their children, such as access to books, educational materials, and cultural experiences, which in turn positively impact academic achievement. Importantly, parental involvement and support have been found to be particularly beneficial for children from lower socio-economic backgrounds, as it helps to mitigate the disadvantages they may face. A study by Crosnoe (2004) showed that parental involvement was particularly crucial for low-income children, as it provided them with additional support and resources that compensated for some of the challenges they encountered outside of school. Parental expectations and aspirations also play a crucial role. A study by Leppel (2016) showed that parents with higher socio-economic backgrounds often

have higher educational expectations for their children, which can motivate and drive academic success.

Furthermore, parental involvement and support have been found to have a stronger impact on the academic performance of children from lower socio-economic backgrounds. A study by Hill et al. (2004) found that parental involvement in activities such as reading to children, talking about school, and attending school events had a more substantial positive effect on the academic achievement of children from disadvantaged backgrounds.

Differences in the Academic Performance of School Children from Different Socio-economic Backgrounds Attending Public and Private Schools

Several studies have found that children from higher socio-economic backgrounds tend to perform better academically, regardless of the school type. For example, a study by Lee and Bryk (1989) analyzed data from a large-scale survey and found that family background factors, such as parental education and occupation, had a significant influence on children's achievement, regardless of whether they attended public or private schools. However, there is evidence to suggest that the socioeconomic background of children may have a stronger influence on academic performance in public schools compared to private schools. A study by Sirin (2005) conducted a meta-analysis of research on the relationship between socioeconomic status and academic achievement. The results showed that the influence of socioeconomic background on academic performance was stronger in public schools compared to private schools. Public schools, particularly those in under-resourced areas, may face challenges related to limited funding, larger class sizes, and fewer available resources. These factors can create additional barriers for children from low socio-economic backgrounds, making it more difficult for them to overcome the educational disadvantages associated with their socio-economic status.

The availability of resources and instructional quality in public and private schools may contribute to differences in academic performance. Research by Hanushek (1997) found that private schools tend to have smaller class sizes, more experienced teachers, and better access to educational resources compared to public schools. These factors can positively impact

children's achievement. One key factor that sets private schools apart is their often smaller class sizes. Smaller class sizes allow for more individualized attention and interaction between teachers and children, facilitating a more personalized learning experience. This can lead to increased engagement, active participation, and better academic outcomes (Blatchford, Bassett, & Brown, 2008). In contrast, public schools, especially those in densely populated areas or under-resourced districts, may have larger class sizes due to high children-to-teacher ratios. The larger class sizes can limit opportunities for personalized instruction and individualized support, potentially affecting children's achievement. Furthermore, private schools are more likely to have teachers with greater experience and expertise. Research found that private school teachers tend to have more years of teaching experience and higher levels of educational attainment compared to their public school counterparts. Experienced teachers are often better equipped with pedagogical skills, subject matter knowledge, and classroom management techniques, which can positively influence children's learning and academic performance (Darling-Hammond, 2000).

Moreover, private schools may have different selection processes and admission criteria that influence the composition of their children's body. Some private schools have a selective admissions process, which may result in a children's population with higher average socio-economic status. This can create a peer effect where children in private schools are surrounded by classmates from similar socio-economic backgrounds, leading to a more homogeneous academic environment. The school climate and culture can also play a role in academic performance. Private schools often emphasize a strong academic focus, high expectations, and a supportive learning environment, which may contribute to higher academic achievement (Bryk, Lee, & Holland, 1993). In private schools, there is often a clear emphasis on academic excellence and a rigorous curriculum. These schools typically have high expectations for their children and foster a culture of achievement and success. The emphasis on academic rigor and high expectations can motivate children to strive for excellence and perform at their best, they can create an environment that nurtures academic engagement, critical thinking, and a love for learning. This focus on fostering a positive school climate and culture can enhance children's motivation, self-confidence, and overall academic performance.

In conclusion while socio-economic background can influence academic performance in both public and private schools, the influence may be more pronounced in public schools. The availability of resources, instructional quality, and school climate may also contribute to differences in academic achievement between children s from different socio-economic backgrounds attending public and private schools.

Summary of Literature Review

Higher socioeconomic status (SES) families often have greater financial resources, enabling them to provide their children with access to high-quality schools, educational materials, and extracurricular activities (Sirin, 2005). The Socioeconomic background of parent has great tremendous effect on the academic performance of school children, due to availability of educational materials and resources, types of school to attend, parental support and involvement the child will get which will aid their academic performance.

CHAPTER THREE

METHODOLOGY

This chapter describes methods and procedures used in conducting this research work. The description of the procedure is done under the following headings:

- Research design
- Population of the study
- Sample and sampling techniques
- Instrumentation
- Validity of the Instrument
- Reliability of the Instrument
- Procedure for data collection
- Procedure for data analysis

Research design

The research design will be a survey research design, data will be collected through questionnaires from primary schools. Researchers can measure the socioeconomic background and academic performance of a sample of school children from different socioeconomic backgrounds. This design allows for comparing the academic performance of children from various socioeconomic backgrounds, providing insights into potential associations.

Target population of the study

The study aims to understand how different socio-economic factors, such as parental income, education level, and occupation, influence the academic performance of school children. Therefore, the target population would consist of pupils and teachers of primary schools in the Oredo local government area.

Sample and Sampling Technique

A sample size of 80 was drawn for the study. Public and private primary schools in oredo are about 250, So 12% was drawn giving 20 public and private primary schools. To get the desired schools, a balloting method was used which is to write out all the names of the schools and put them in a container and then

randomly select one at a time, in which 20 schools are drawn. 4 teachers were selected from each school and the method used is the simple random sampling technique. The 4 teachers per school, therefore added up to 80 respondents as subjects for the study.

Instrumentation

This study was conducted by the researcher using well-prepared and well-structured questionnaires; which covered relevant variables of the research under consideration. It majorly consists of two sections. The **Section A** mainly comprises of the Demographic Data. **Section B** provides detailed information regarding how different socio-economic factors, such as parental income, education level, and occupation, influence the academic performance of school children. The questionnaire consists of a total of 20 questions

The respondent were to provide necessary response by ticking one out of the four options structured in a four point scale. Strongly Agree(SA), Agree(A), Disagree(D), Strongly Disagree(SD). That best describes their responses. It shall be scored in the order of Strongly Agree — 4, Agree — 3, Disagree — 2, Strongly Disagree — 1 respectfully.

Validity of Instrument

The researcher supervisor and two other experts in the field of study provided the validity, which showed that the Instrument was adequate in scope and content. Their criticism was reviewed and incorporated into the final collection.

Reliability of Instrument

In order to determine the reliability of the instrument, 20 subjects with the same characteristics of the population under study was used. These group will no longer be part of the final study, the result of the final study revealed an $r=0.832$, after being subjected to the reliability estimation, using pearson product moment correction coefficient (PPMCC). To achieve the internal consistency, the test items were spilt into two(2) equal halves, odd and even category with each category having independent scores that was used in the analysis.

Data Collection and Procedure

Permission from the various school principals was obtained by the researcher after the introduction was out of the way. The distribution process was established and the questionnaire was administered to the teachers during their free period or during break time.

Data Analysis Technique

The data collected were analyzed using frequency counts and simple percentages. The data generated was subjected to frequency counts and tabulated upon which the table analysis was done.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter presents results and discusses findings on the Impact of Socioeconomic Background on the academic performance of school children in Oredo Local Government Area, Edo State. The sample size used for this study is a total of eighty (80) teachers. The data presented below is a tabular presentation of results obtained from the survey which was carried out by the researcher.

SECTION A: PERSONAL DATA

Table 1: Distribution of Respondents by Teacher

Gender	Teacher Frequency	Percentage
Male	17	21.25%
Female	63	78.75%
Total	80	100%

Table 1, clearly indicate the distribution of respondent based on teacher's gender in Oredo Local Government Area, Benin City. This table shows that 17 respondents representing 21.25% of the sampled population are male, while 63 respondents representing 78.75% of the sampled population are female

Table 2: Distribution of Class Taught by the Teacher

Class Taught	Frequency	Percentage
Kg 1 -3	39	48.75%
Primary 1	21	26.25%
Primary 2	5	6.25%
Primary 3	15	18.75%
Total	80%	100%

The data in Table 2 shows the class taught by the teachers. It shows that 39 respondents representing 48.75% of the sampled population taught Kg 1 -3, 21 respondents representing 26.25% of the sampled population taught Primary 1, 5 respondents representing 6.25% of the sampled population taught Primary 2, 15 respondents representing 18.75% of the sampled population taught Primary 3.

Table 3: Distribution of Respondents by Years of Experiences

Years of Experience	Frequency	Percentage
0 – 5 years	25	31.25%
6 – 10 years	37	38.25%
11 – 15 years	10	12.5%
20 and above	8	10%
Total	80	100%

Table 3 shows the distribution of respondents based on years of experience. This table shows 25 respondents representing 31.25% have 0 – 5 years of teaching experience, 37 respondents representing 38.25% have 6 – 10 years of teaching experience, 10 respondents representing 12.5% have 11 – 15 years of teaching experience and 8 respondents representing 10% have 20 years and above teaching experiences.

SECTION B (General Information)

Research Question One: Does the economic status of parents have any impact on the academic performance of their children?

Table 4: To what extent does the economic status of parents have any impact on the academic performance of their children

S/N	Items	SA	Percentage	A	Percentage	D	Percentage	SD	Percentage
1	The economic status of parent has an impact on the academic performance of their children	32	40%	37	46.25%	5	6.25%	6	7.5%
2	There is a clear link between parents' economic status and the academic performance of their children	26	32.5%	38	47.5%	7	8.75%	9	11.25%
3	The economic status of parents has minimal impact on the academic performance of their children	25	31.25%	30	37.5%	14	17.5%	11	13.75%
4	The academic performance of children remains unaffected by their parents' economic status	40	50%	27	33.75%	7	8.75%	6	7.5%
	Total	123	24.6%	132	26.4%	33	6.6%	32	6.4%

Table 4 shows that 24.6% and 26.4% of the respondents agrees that the parent economic status has an impact on the academic performance of their children.

Research Question Two: What role do parental education and occupation play in the academic performance of school children?

Table 5: Role of parental education and occupation play in the academic performance of school children

S/N	Items	SA	Percentage	A	Percentage	D	Percentage	SD	Percentage
5	The Role of parental education and occupation in Influencing the academic performance of school children	25	31.25%	47	58.75%	6	7.5%	2	2.5%
6	There is a clear association between parental education and occupation and the academic achievements of their children	22	27.5%	45	56.25%	7	8.75%	6	7.5%
7	The impact of parental education and occupation on the academic performance of schoolchildren have limited significance	34	42.5%	21	26.25%	15	18.75%	10	12.5%
8	The academic performance of school children is independent of their parent's educational background and occupation	10	12.5%	18	22.5%	29	36.25%	23	28.75%
	Total	91	18.2%	131	26.2%	57	11.4%	41	8.2%

Table 5 shows that 18.2 and 26.2% of the respondents agree parental education and occupation play a role in the academic performance of their children but disagrees that the academic performance of school children be independent of their parents' educational background and occupation which implies that there are other factors to consider.

Research Question Three: How does the availability of educational resources and facilities in schools impact the academic performance of school children from different socio-economic backgrounds?

Table 6: To what extent does the availability of educational resources and facilities in schools impact the academic performance of school children from different socio-economic backgrounds?

S/N	Items	SA	Percentage	A	Percentage	D	Percentage	SD	Percentage
9	The impact of the availability of educational resources and facilities in schools on the academic performance of school	25	31.25%	37	46.25%	12	15%	7	8.75%

	children from different socio-economic backgrounds								
10	There is a relationship between the availability of educational resources and facilities in schools and the academic achievements of school children from diverse socio-economic backgrounds	30	37.5%	35	43.75%	8	10%	7	8.75%
11	Does the presence of educational resources and facilities in schools have minimal influence on the academic performance of school children from various socio-economic backgrounds	11	11.25%	5	6.25%	24	30%%	42	52.5%
12	The academic performance of school children from different socio-economic backgrounds is independent of the home environment, including parental involvement and support	28	35%	32	40%	11	13.75%	9	11.25%
	Total	94	18.8%	109	21.8%	55	11%	65	13%

Table 6 shows that 18.8% and 21.8% agree that the availability of educational resources and facilities in schools impacts the academic performance of school children from different socio-economic backgrounds and disagree that the presence of educational resources and facilities in schools has minimal influence on the academic performance of school children from various socio-economic backgrounds, that is to say, it have great influences.

Research Question Four: Are there any differences in the academic performance of school children from different socio-economic backgrounds attending public and private schools?

Table 7: Differences in the academic performance of school children from different socio-economic backgrounds attending public and private schools?

S/N	Items	SA	Percentage	A	Percentage	D	Percentage	SD	Percentage
13	There is a significant difference in the academic	27	33.75%	10	12.5%	38	47.5	5	6.25%

	performance of school children from different socio-economic backgrounds attending public and private schools								
14	There is a noticeable correlation between socioeconomic background and academic performance among schoolchildren attending public and private schools	35	43.75%	10	12.5%	25	31.25%	10	12.5%
15	Are there minimal differences in the academic performance of school children from different socio-economic backgrounds attending public and private schools	27	33.75%	12	15%	29	36.25%	12	15%
16	The academic performance of school children from different socio-economic backgrounds attending public and private schools is unaffected by their socio-economic status	12	15%	28	35%	32	40%	8	8.75%
	Total	101	20.2%	60	12%	124	24.8%	35	7%

Table 7 shows that 20.2% and 12% of respondents agree that there are differences in the academic performance of school children from different socio-economic backgrounds attending public and private schools but disagree that the academic performance of school children from different socio-economic backgrounds attending public and private schools be unaffected by their socio-economic status which implies there are affected by their socio-economic status.

Discussion of Findings

The data from Table 4 underscores that a significant segment of the participants specifically 24.6% and 26.4% share the viewpoint that the financial standing of parents plays a role in shaping their children's academic accomplishments. This implies that a substantial portion of those surveyed perceive a potential link between parental economic status and the academic achievements of their offspring. This suggests a commonly held belief that monetary resources may impact the educational outcomes of students. This aligns with the study by Sirin (2005) found that family income is positively correlated with students' academic performance. Dufur et al. (2013) found that economic resources can lead to better educational opportunities and access

to educational materials, which in turn affect student achievement. The results underscore the significance of socioeconomic factors in education. Families with higher economic means might possess greater resources to invest in educational aids, tutoring, extracurricular activities, and other enrichment opportunities.

The insights gleaned from Table 5 shed light on respondents' viewpoints concerning the role of parental education and occupation in their children's academic performance. The data reveals that 18.2% and 26.2% of participants concur that parental education and occupation wield an influence on academic achievements. Intriguingly, respondents challenge the notion that academic success should be completely divorced from parents' educational backgrounds and careers. This implies that while respondents acknowledge the impact of these factors, they also recognize the presence of other determinants. Respondents' agreement regarding parental education suggests a cognizance that parents with higher educational levels are likely better equipped to facilitate and guide their children's learning journeys, creating an environment conducive to educational success. Similarly, those agreeing on the relevance of parental occupation might be acknowledging that certain professions come with financial stability and resources that can positively affect a child's access to educational opportunities and support systems. Reardon (2011) highlights the interplay between parental education, occupation, and student achievement, suggesting that these factors can contribute to educational inequalities.

The insights gleaned from Table 6 offer valuable perspectives into how respondents perceive the impact of educational resources and facilities within schools on the academic performance of students from various socio-economic backgrounds. The data indicates that 18.8% and 21.8% of participants acknowledge the influence of these resources on academic outcomes, respectively. Moreover, respondents reject the idea that the presence of these resources has a minor effect, indicating their belief in the significant role of these resources in shaping students' academic achievements. Respondents concurring on the influence of resources likely perceive well-equipped schools, complete with current materials, libraries, labs, technology, and extracurricular avenues, as fostering an environment conducive to effective learning and heightened academic achievements. Baker et al. (2010) demonstrate that resource-rich schools tend to yield better academic outcomes. Additionally, the importance of well-equipped schools in fostering a conducive learning environment is emphasized in studies like Darling-Hammond (2017). The consensus among respondents implies their acknowledgment of the imbalances in resource allocation across schools catering to diverse socio-economic backgrounds. They may hold the belief that these imbalances contribute to unequal opportunities, thereby impacting the educational accomplishments of students. Adequate educational resources can uplift the teaching process. Updated materials, technological tools, and well-resourced classrooms can enhance the efficacy of teaching methods, leading to improved comprehension and academic outcomes.

The data presented in Table 7 provides valuable insights into how respondents perceive the connection between the socioeconomic backgrounds of students and their academic performance in both public and private schools. The proportions of respondents (20.2% and 12%) signify a subset of participants who grasp the existence of divergent academic achievements

among students with varying socio-economic backgrounds in public and private schools. This observation implies a consciousness of potential inequalities that may emerge due to socioeconomic circumstances. Those who concur with the disparities might perceive that students from more affluent socio-economic backgrounds, who attend private schools, enjoy greater access to resources, smaller class sizes, and potentially better facilities, contributing to potentially superior academic outcomes. This research aligns with by Lubienski and Lubienski (2006). They found that private schools often have advantages in terms of resources and smaller class sizes, contributing to better academic outcomes. Respondents refute the notion of no influence and likely maintain the viewpoint that socioeconomic status does play a role in shaping academic performance. They may consider factors such as access to educational resources, tutoring opportunities, and participation in extracurricular activities, all of which can be influenced by socioeconomic factors.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This chapter presents a summary of the study, conclusion, and recommendations.

Summary

The purpose of this study was to investigate the Impact of Socioeconomic Background on the academic performance of school children in Oredo Local Government Area, Edo State. This study was based on four(5) research questions does the economic status of parents have any impact on the academic performance of their children, what role do parental education and occupation play in the academic performance of school children, how does the availability of educational resources and facilities in schools impact the academic performance of school children from different socio-economic backgrounds, are there any differences in the academic performance of school children from different socio-economic backgrounds attending public and private schools. The study used a descriptive survey research design where both qualitative and quantitative were used. Questionnaires were used to collect data, and frequency and simple percentage statistics were used in analyzing and interpreting data.

The study was delimited to school children in Oredo Local Government Area, Edo state sample size is 80 respondents from 8 primary schools in Oredo Local Government Area, 10 respondents each were gathered from each of the 8 selected primary schools. The instrument of

data collection was a sixteen(16) items questionnaire. The reliability of this instrument was determined by administering the sample of the research questionnaire on this field of study with similar characteristics for the research study with the aid of the split-half method.

From this study, the findings revealed the following; socioeconomic background influences the academic performances of school children in positive or negative ways which include the economic status of parents, parental education and occupation, availability of educational resources and facilities in schools, and children from different socioeconomic backgrounds attending public and private schools. Parents in the upper and middle class tend to place their children in schools which were known to be the best of all bests than those from the lower class who can't afford that for their children, and those with good educational backgrounds tend to persuade their children to aim for high demanding courses which may lead to higher job opportunities for them later in life, monitor and checkmate the progress of their children academic performance and offer academic assistance when needed than those with lower or no educational background.

2. Conclusion

Conclusively, the influence of socioeconomic background on the academic performance of school children is intricate and multifaceted. Extensive research indicates a clear connection between a family's socioeconomic status and a child's educational achievements. It is important to recognize that while socioeconomic background isn't the sole determinant of academic accomplishment, it does play a significant role in shaping a child's educational path. Children hailing from more privileged socioeconomic backgrounds tend to enjoy access to resources that can positively impact their academic performance. These resources encompass quality early childhood education, availability of educational materials and technology, a stable home environment, and chances for enrichment activities. Conversely, youngsters from economically disadvantaged backgrounds often encounter obstacles such as limited access to educational resources, inadequate healthcare, heightened stress levels, and insufficient parental support due to financial constraints. The consequences of socioeconomic background on academic performance materialize in various manners. Students from less advantaged socioeconomic backgrounds may encounter disparities in standardized test scores, graduation rates, and enrollment in advanced coursework. Such disparities contribute to an educational achievement gap, perpetuating societal inequalities. However, it's imperative to underscore that academic potential isn't solely predetermined by socioeconomic status. Numerous students from underprivileged backgrounds defy expectations and excel academically, underscoring the significance of factors such as personal effort, effective teaching methodologies, and communal support. Effectively addressing the impact of socioeconomic background on academic performance necessitates a multifaceted approach. Policy creators should concentrate on instituting equitable funding mechanisms for schools, ensuring that all students can access high-

quality education, regardless of their origins. Early intervention initiatives like top-notch pre-kindergarten education and tutoring programs can help level the playing field for disadvantaged children. Moreover, educational institutions can embrace teaching techniques that are culturally sensitive, accommodating the diverse backgrounds and learning styles of their students. Support systems like mentorship schemes and counseling services can also offer valuable aid to students contending with challenges stemming from their socioeconomic circumstances.

Recommendations

- 1. Fair Allocation of Resources:** Implement equitable funding mechanisms for schools to ensure that those in disadvantaged areas receive sufficient resources. This involves offering updated learning materials, technology, and extracurricular opportunities to bridge the resource gap across varying socioeconomic backgrounds.
- 2. Early Intervention in Childhood:** Expand and develop high-quality early childhood education programs, especially for children from economically disadvantaged backgrounds. These programs should focus on cognitive development, social skills, and nurturing a passion for learning, all of which can positively impact later academic performance.
- 3. Support for Teachers:** Provide opportunities for professional development to empower teachers in addressing the diverse needs of students from different socioeconomic backgrounds. Utilize teaching strategies that are culturally responsive and tailored to individual learning styles.
- 4. Engaging Parents:** Encourage parental participation in their children's education, regardless of socioeconomic circumstances. Schools can arrange workshops, conferences, and family involvement activities to foster a stronger connection between home and school.
- 5. Guidance and Mentorship Initiatives:** Establish mentorship programs that pair students from disadvantaged backgrounds with supportive role models. These programs can offer guidance, motivation, and academic assistance, cultivating a sense of belonging and determination.
- 6. Access to Enrichment Opportunities:** Collaborate with local businesses, community organizations, and institutions to provide underprivileged students with access to enrichment activities such as workshops, field trips, and cultural events.

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APPENDICES

INSTITUTE OF EDUCATION EARLY CHILDHOOD EDUCATION UNIVERSITY OF BENIN

Dear Respondent,

I am an undergraduate student of the institute mentioned earlier. Currently carrying out a research topic "Impact of Socioeconomic Background on the Academic Performance of School Children in Oredo Local Government Area, Benin City, Edo state".

I kindly request that you please provide the information required in the questionnaire below. Information given will be treated as confidential and used for academic purposes only.

Thanks.

Yours faithfully

INYANG NSEHE BLOSSOM

Researcher

SECTION A

Instruction, please tick () in the box provided

DEMOGRAPHIC DATA

GENDER: Male () Female ()

CLASS TAUGHT: Kg 1 – 3 () Primary 1 () Primary 2 () Primary 3 ()

TEACHING EXPERIENCE: 0- 5 years() 6- 10 years() 11 -15years() 20 and above ()

SECTION B (GENERAL INFORMATION)

Please answer the following questions by ticking () on the appropriate space the options are Strongly Agree (SA), Agree(A), Strongly Disagree (SD) , Disagree(D)

Questionnaire Items	Strongly Agree	Agree	Strongly disagree	Disagree
The economic status of parents have an impact on the academic performance on their children				
There is a clear link between parents' economic status and the academic achievement of their children				
The economic status of parents has minimal impact on the academic performance of their children				
The academic performance of children remains unaffected by their parents' economic status				
The Role of parental education and occupation in Influencing the academic performance of School Children				
There is a clear association between parental education and occupation and the academic achievements of their children				
The impact of parental education and occupation on the academic performance of school children has limited significance				
The academic performance of school children is independent of their parents' educational background and occupation				
The impact of the availability of educational resources and facilities in schools on the academic performance of school children from different socio-economic backgrounds				
There is a relationship between the availability of educational resources and facilities in schools and the academic achievements of school children from diverse socio-economic backgrounds				
Does the presence of educational resources and facilities in schools have minimal influence on the academic performance of school children from various socio-economic backgrounds				
The academic performance of school children from different socio-economic backgrounds be independent of the home environment, including parental involvement and support				
There is a significant differences in the academic performance of school children from different socio-economic backgrounds attending public and private schools				

There is a noticeable correlation between socio-economic background and academic performance among school children attending public and private schools				
Are there minimal differences in the academic performance of school children from different socio-economic backgrounds attending public and private schools				
The academic performance of school children from different socio-economic backgrounds attending public and private schools be unaffected by their socio-economic status				