

**RELATIONSHIP BETWEEN SOCIO-ECONOMIC BACKGROUND OF PARENTS  
AND STUDENTS' ACADEMIC PERFORMANCE IN SENIOR SECONDARY  
SCHOOLS IN EGOR LOCAL GOVERNMENT AREA OF EDO STATE**

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**BENIN CITY, NIGERIA**

**OCTOBER 2025**

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL  
EVALUATION AND COUNSELLING PSYCHOLOGY, FACULTY OF  
EDUCATION, UNIVERSITY OF BENIN IN PARTIAL FULFILMENT OF THE  
REQUIREMENTS FOR THE AWARD OF THE BACHELOR OF EDUCATION  
B.Sc. (Ed) HONOURS DEGREE IN SPECIAL EDUCATION**

**OCTOBER 2025**

## CERTIFICATION

We, the undersigned, hereby certify that this research work was carried out by GREMA Precious Okolo with Matriculation Number: EDU2203317 of the Department of Educational Evaluation and Counselling Psychology, Faculty of Education, University Of Benin, Benin City in partial fulfillment of the requirements for the Award of Bachelor Degree (B.Sc. Ed) in Special Education.

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## **DEDICATION**

This work is wholeheartedly dedicated to Almighty God, whose grace, love, wisdom, and guidance have sustained me throughout the course of this study.

## ACKNOWLEDGEMENTS

I am grateful to Almighty God for granting me the strength, wisdom, and perseverance to complete this research successfully. Without His guidance, this work would not have been possible. My deepest and sincerest appreciation goes to my supervisor Dr.(Mrs.) Aliu , whose patience and encouragement greatly shaped the quality of this research. I am profoundly grateful for the time, patience, and mentorship provided. God bless you immensely ma.

I express my gratitude to the Head of department, Department of Educational Evaluation and Counselling Psychology Rev. Fr. A. A. Adubale (Ph.D.), my course adviser, Dr. Mrs. Edith Omogbai, the lecturers, **staffs** and non academic staffs of the department at large for the tremendous knowledge and value impacted in me.

I owe my deepest gratitude to my mother, Mrs. Joy Anwulika Okolo, my parents Mr. Michael and Mrs. Sarah Ugboko, my Parents in the lord Rev, Dr. George and Miracle Ighotegwono, my sister Chika, Nonso my guy, my siblings, well wishes and Fam-friends whose love, prayers, and sacrifices have been my greatest source of inspiration. Their encouragement has sustained me at every stage of my academic pursuit, and this work is a reflection of their constant support.

A very special acknowledgement goes to my dear brother, Marvelous Michael Ugboko, God used you as a tool to start this academic pursuit and I am of immense gratitude to you for all you did. God bless you.

Finally, I wish to appreciate some persons that had impacted and made my stay at this institution worthwhile. To mention but a few (Andrew Efe, Mr Lucky, Atinuke mhi, Olivia and Desmond) and to the whole D'TherapyTitans'25.

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## ABSTRACT

The study investigated the relationship between socio-economic background of parents and students' academic performance in senior secondary schools in Egor Local Government Area of Edo State. To achieve the purpose of the study, four research questions were raised and answered. The population for this study was made up of all the 5,419 public senior secondary school students in Egor Local Government Area of Edo State. The sample size for the study was made up of 70 respondents. Data collected from the respondents was analyzed using descriptive statistics, precisely mean and standard deviation.

The instrument used for the data collection was a structured questionnaire titled "Relationship between Socio-Economic Background of Parents and Students' Academic Performance Questionnaire (RSEBPSAPQ)". The constructed questionnaire for the study was presented to the project supervisor to confirm for content validity. The Cronbach Alpha method was used to determine the reliability of the instrument. The questionnaire was administered to a group of 20 respondents which were not part of the study but were part of the population. A Cronbach Alpha coefficient of .887 was obtained. This shows that the instrument is reliable.

The findings from the study include that there is no significant relationship between parental socio-economic background and students' academic performance based on sex. It was concluded that socio-economic background of parents such as education, occupation and cultural values significantly influence on students' academic performance in Egor Local Government Area of Edo State. The study recommended among others that the government should introduce policies and scholarship schemes aimed at supporting students from low socio-economic backgrounds. Such initiatives would help to reduce financial barriers that limit students' access to quality education and, consequently, improve their academic performance.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background to the Study**

Over the years, there has repeatedly been a gap between the academic performances of students despite being taught the same course content by the same teacher in the same class. While it is the educator or the teacher who can know the latent faculties of the child and take appropriate methods to develop those powers (Kumar & Ahmad, 2008), it is very likely that other external factors outside teachers' performance and quality of education provided in schools may influence a student's academic performance. A very good example of these external factors is parental socio-economic status. In Nigeria like in many other countries, parents are largely responsible for financing their children's formal education. The quality of education provided to children is, usually, in direct proportion to the financial status of the family. It is not out of place to imagine that socio-economic background can have possible effects on the academic achievement of children in school, as the responsibility of training a child always lives in the hand of the parents. This congruent with the common association sociologist that education can be an instrument of cultural change which is being taught from home, which is relevant in the in this discussion.

Education is widely recognized as a critical factor influencing an individual's social and economic success, as it provides a pathway to improved opportunities and a

better quality of life (OECD, 2020). Education is also the bedrock for personal, family, community and national development it is a very important ingredient for national development. Every nation hoping to have bright future needs to emphasize education because it is the pathway to human and societal development (Abdu-raheem, 2015). Nelson Mandela, the first black president of South Africa rightly submitted that education is the most powerful weapon for changing the world. It is a fundamental human right of every child, education is very crucial to socio-economic advancement and panacea for poverty reduction a critical driver of economic advancement. It brings enlightenment and ability to reason logically. In Nigeria for example, in some part of the country where out school children is very high, the level of criminality and terrorism is equally very high, people without sound education can be easily brainwashed into believing anything without proper ability to reason logically.

Illiteracy has been weaponised by some powerful politicians in Nigeria to keep citizen in poverty and perpetual exploitation for their personal gains. These politicians are very much aware that when people are educated, they will be well enlightened and they cannot blindly follow them without being able to ask questions and say no to their negative advances and query them where necessary. World Bank understood the negative consequences of raising the army of uneducated children, this made the organisation to declare that no child of school age should be denied access to quality and equitable education. (World Bank, 2019). It is unfortunate that Nigeria has not heeded this world of wisdom and the country is paying dearly with the rate of terrorism and banditry being

perpetrated in the Northern Nigeria the educationally disadvantaged part of the country with highest number of out of school children. Education acquisition is a gradual process and has to be in stages, teachers and instructors teach and students are expected to learn, however, it cannot be assumed that, the process of educating students has achieved the desired result until the learning outcome is examined and their academic performances evaluated to understand the progress they are actually making in their academic endeavors.

Academic performance of student is the extent or height of success attained at the end of an academic programme which could be excellent, average or poor. Academic performance is the ability of student to complete academic assignments, and it is assessed using objective criteria such as final course grades and grading point average. (Mohammed & Mohammad, 2022), and it is measured through test, examination and continuous assessment. There are different determinants of academic performance of students, some may be internal while others may be external. The internal has to do with students, such as his/her preparations, commitment to studies, level of intelligence, knowledge level among others, external factors are beyond the control of the student and as such, he may not be able to do much to bring them under control, they are external to the learners, it ranges from parent socio-economic factors, environmental factors, governmental policies, family background, quality of school attended, and parent income.

Academic achievement is arguably the primary business of education. To this end, schools are expected to influence students' learning, socialisation, and even vocational preparedness. Despite the attention paid to a broad definition of educational outcomes, however, academic performance remains central. Students' academic performance is a term that appears frequently married in higher education discourse. Academic performance is a multidimensional construct composed of the skills, attitudes, and behaviors of a learner that contribute to academic success in the classroom (Hijazi & Naqvi, 2006). It is a satisfactory and superior level of performance of students as they progress through and complete their school experience (Tinto, 1993). The implication of this definition is underscored by research which repeatedly demonstrates that the vast majority of students who withdraw from school do so for no reason other than poor academic performance (Hijazi & Naqvi, 2006; Tinto, 1993). Although the importance of academic achievement is rarely questioned, reaching unanimity regarding its measurement has been elusive. The measurement of students' academic performance continues to be a controversial topic among policymakers, measurement experts, and educators (Elliot, 2007; Johnson, 2003). Researchers have used a variety of ways to measure academic achievement such as report card grades, grade point averages, standardized test scores, teacher ratings, other cognitive test scores, grade retention, and dropout rates (Burns & Darling, 2002). However, whatsoever affects the developmental environment of children would possibly affect their education or disposition to it.

Parent socio-economic status is one of such variables. The term "Socioeconomic Status" (SES) describes an individual's relative position in society based on factors such as family wealth, political influence, educational attainment, and job status (Hossain et al. 2022). Socio-economic status also refers to the social and economic position of individuals or families within a society, encompassing various dimensions such as income, parental education level, occupation, and access to resources and opportunities (Mistry, Benner, Biesanz, Clark, & Howes, 2010). There are basically three levels of Socio-economic Status:

Low SES: Characterized by lower income, limited access to resources, and potentially lower levels of parental education and occupation. This can lead to challenges like inadequate nutrition, limited access to healthcare, and a lack of learning materials.

Medium SES: Represents a moderate level of income, resources, and parental education and occupation. Students in this category may experience a mix of advantages and disadvantages depending on the specific circumstances.

High SES: Characterized by higher income, access to better resources, and higher levels of parental education and occupation. This can translate to better access to educational resources, a more supportive learning environment at home, and higher expectations for academic achievement, often leading to better academic outcomes. SES is a multifaceted construct that reflects both material and social advantages or disadvantages (Duncan & Magnuson, 2012). It is well-established in research that individuals from higher socio-economic backgrounds tend to have better access to educational resources, including quality schools,

tutoring, books, and technology, which can contribute to enhanced academic performance (Reardon, 2011; Sirin, 2005; Duncan & Magnuson, 2012). . Different things can cause a person's Socio-economic position to affect how well they do in school. First, families with a higher SES often have more money to spend on their children's education, giving them access to good schools, private tutoring, and activities that help them learn more. (Reardon, 2011; Pong, 2009) These tools can help make learning easier and provide more learning opportunities that help students do well in school.

Second, parental schooling, which is a part of SES, has been found to be a strong predictor of how well children do in school. Parents with more education usually know more about how the school system works and have the skills and information to help their children learn. They are more likely to do educational things at home, help with schoolwork, and encourage a good attitude toward learning. (OECD, 2019; Reardon, 2011). Also, a student's social and cultural capital can be affected by their Socio-economic level, which can have an effect on how well they do in school. Students from higher SES backgrounds often have access to a wider range of resources, such as educational role models, cultural experiences, and social ties. These things can help students build skills, attitudes, and behaviors that are valued in the education system, which can help them do better in school. (Sirin, 2005). But it's important to keep in mind that the link between Socio-economic standing and academic success is complicated and affected by many things. Even though higher SES

is usually linked to better school results, there are exceptions and differences within and between countries. Some studies have found that some kids from poor backgrounds do exceptionally well in school even though they face a lot of social and economic problems. These exceptional cases underscore the importance of exploring additional factors that may mediate or moderate the relationship between SES and academic achievement. (Lee & Burkam, 2002; Stephens et al., 2014).

Posse and Melgosa (2022) submitted that there are three important environments that are crucial to educational process; they are: The family, the school and the community. The family is the first in the line students are born and nurtured in the family, the first stage of education is received in the family. the school is next to the family, schools are expected to teach the students how to read and right and also help in developing a career path for students. The community is the one housing the family and the school, the family operates within the community ditto to the school. The socio-cultural and religion belief of a particular community has a way of influencing both the family and the school. Take for instance in the Northern part of Nigeria, during the 2025 ramadan fasing, some states in the Northern Nigeria declared their school closed for five weeks because of the fasing season, despite the public outcry by Christian Association of Nigeria, the decision was not changed to underscore the influence the community can have on the educational system while in the southern part of Nigeria, the school remained opened.(George, 2025).

According to Rothstein (2004) he asserted that parents have different styles of child rearing, different ways of disciplining their children and different ways of reacting to their children. These differences do not express themselves consistently as expected in the case of every family rather the influence the average tendencies of families for different occupational classes. According to Thompson and Fleming (2003), parents' socioeconomic background may have a direct or indirect impact on students' academic performance. This could be due to their incapacity to provide extra educational resources to supplement the limited resources available in public schools, or it could be the result of their incapacity to support their children's or wards' educational needs because they are preoccupied with making ends meet. Adamu and Dikko (2017) found that parents' socioeconomic background may have a significant impact on students' academic performance.

Hill et al (2004) had also argued that socio-economic status of parental do not affect the academic performance, but also makes it possible for children from low background to compete with their counterparts from high socio-economic background under the same academic environment. Moreover, Smith, Fagan and Vivand (2002) had asserted significant predictor of intellectual performance at age of 8years included parent socio-economic status (SES). In the same vein, other researches had posited that parental socioeconomic status could affect school children as to bring about flexibility to adjustment to the different schedules. (Gverinet al 2001) In a previous local finding in Nigeria, Oni (2002) had reported that in the rural community where nutritional status is

relatively low and health problems are prevalent, children academic performance is greatly hindered. This assertion is again hinged on nature of parent socio-economic background. Moreover, Eze (1996) had opined that when a child get proper nutrition, health care, stimulation during preschool years, the ability to interact with take optimal advantage of the full complement of resources offered by any formal learning environment is enhanced.

Education plays a major role in skill sets for acquiring jobs, as well as specific qualities that stratify people with higher SES from lower SES. Middle class parents take an active role in their children's education and development by using controlled organized activities and fostering a sense of entitlement through encouraged discussion. Lower income families can have children who do not succeed to the levels of the middle income children. Education must enable the individual to meet the real problem of actual experience as they are confronted in the day's life. Education should be seen as an asset, not a cost. It is a tool which can be used proactively to reach other goals (Hetland, 2006). It puts the nations on the road to progress. Through education human reach the frontiers of knowledge and search what lies beyond. Education unveils the purpose of life and creates commitment to life.

Coley (2002) asserted that children from high income families were more likely to be proficient in reading tasks than children from low income families and parents in higher socio-economic status group were more likely to read to their children than were

parents in the lower socioeconomic status groups. Parental involvement takes many forms including good parenting in the home, including the provision of a secure and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values and high aspirations relating to personal fulfillment and good citizenship; contact with schools to share information; participation in school events; participation in the work of the school; and participation in school governance. Unlike children from high income families, children who come from poor families have little access to materials and resources. More so, socioeconomic growth and educational development has encountered serious problems, among these problems is that there are unqualified teachers in our secondary schools today which narrowed socio-economic growth of the school system. ( Miftahu Idris & Melaiye Oni Rufus, 2021).

### **Statement of the Problem**

The issue of students' academic performance is prevalent and evident in society today, particularly in countries like Nigeria. Despite governmental support for secondary education in Nigeria, student performance remains suboptimal, particularly in subjects like Economics. This raises questions about other influencing factors, including the socioeconomic background of students. While numerous factors, such as teaching methods, peer influence, and school environment, have been extensively studied, the potential impact of parental factors on student achievement, particularly in subjects like Economics, remains under-explored.

Khan et al (2015) posited that high level educated parents to an extent have more influence on their children to achieve and perform well in their studies at secondary school level. 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 are able to provide their young children with high quality child care, books, and toys to encourage children in various learning activities at home.

It has been observed that many students do not pass well in external examinations such as West African School Certificate (WASC), National Examination Council (NECO) and Junior Secondary School Certificate (JSSC) (Obanya 2004, Ebenuwa-Okoh (2010) Atanda and Jaiyeoba (2011) noted that some of the factors responsible for the low performance of students in schools are low socio-economic status of parents and lack of seriousness of students.

Experience has shown that among the secondary school students' there exist some differences which influence students' academic performance, such as some students' being able to pay their school fees promptly, while others were often sent away for nonpayment of school fees, some students have problem with the provision of

school uniform but others do not. Likewise, some students were motivated by their parents through the provision of educational materials like text books and exercise books, others were not, where as some students' come to school properly fed, others not. One then wonders whether influence of family background had played a role in these issues. \*Therefore, this study is aimed at evaluating the relationship between Socio-economic background of parents and the academic performace of Senior Secondary School Students in Egor Local Government area.

### **Research Questions**

The following research questions were raised to guide the study:

1. What is the relationship between parental education and students academic performance of Senior Secondary School students in Egor local government Area?
2. What is the relationship between parental employment/occupation and academic performance of Senior Secondary School Students in Egor local government Area?
3. What is the relationship between parental cultural values and students academic performance of Senior Secondary School Students in Egor local government Area?
4. What is the relationship between parental socio-economic background and students academic performance in Senior Secondary School by Sex in Egor Local Government Area?

### **Hypothesis**

Research questions 4 was formulated into an hypothesis and will be tested at 0.05 level of significance.

1. There is no significant relationship between parental socio-economic background and students academic based on sex.

### **Purpose of the Study**

The main aim of the study is to investigate the relationship between socio-economic background of parents and students' academic performance in senior secondary schools in Egor Local Government Area of Edo State.

Specifically, the study seeks to:

- Examine the relationship between parental education and students academic performance of Senior Secondary School students in Egor local government Area.
- Determine the relationship between parental employment/occupation and academic performance of Senior Secondary School Students in Egor local government Area.
- Ascertain the relationship between parental cultural values and students academic performance of Senior Secondary School Students in Egor local government Area.

- Investigate the relationship between parental socio-economic background and students academic performance in Senior Secondary School by Sex in Egor Local Government Area.

### **Significance of the Study**

The findings of this study will be of immense benefits to stake holders in education such as , government, teachers, parents, school owners and other researchers.

First of, the findings of this study will help in providing relevant information and feedback to government and it's agencies such as the Ministry of Education on the importance of Socio-economic balance in the nation and how the instability of the economy may or can affect the future of the country which are the youths.

The findings of the study will provide SUBEB in Edo State the opportunity to make available all that is required in terms of (instructional and infrastructure materials) in schools where they are needed, notwithstanding the Socio-economic position of the parents they. The study will also be beneficial to the teachers as it will help them understand better how different backgrounds of their students may influence the academic performance of these students thereby giving the teachers more insight on how to better overcome these gaps in learning and Performance of the students.

Ultimately improving the methodology of the teacher's instructions. Parents will also benefit from this study as they will be better educated on how to do better and how

to position themselves better in the lives of their secondary school children and making sure that their financial or socio-economic status won't stand as an hindrance to the academic excellence of their children. This will bring about better parental involvement in their children academics. Futhermore, the findings of this study will benefit school owners in general as it will enable them plan adequately on how to create an environment that will foster and encourage academic excellence of student irrespective of their socio-economic 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 SES 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 SES 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.

### **Scope and Delimitation of the study**

The study examines the Socio-economic background of parents as correlates to the academic performance among senior secondary school students in Egor Local Government Area. The study covers the independent variable of Socio-economic background of parents which includes parental education, parental employment/occupation, and parental cultural value and the dependent variable of Students academic performance and Sex in relation to students academic performance.

The study was delimited to all Senior Secondary School Students in Egor local Government Area.

### **Definition of Terms**

The following terms are defined as used in this study:

**Academic performance:** it is the extent or height of success attained at the end of an academic programme which could be excellent, average or poor of or relating to education, a school or an institution

**Socio-economic background:** It is the worth of an individual in terms of occupation or employment, education and income.

**Student:** A person who is enrolled in and attends an educational institution.

**Relationship:** the link that exists between two variables.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the review of related literature as related to the study will be discussed under the following subheadings:

- Theoretical Framework
- Concept of Socio-Economic Background
- Concept of Academic Performance
- Socio-Economic Background and Academic Performance of Students
- Summary of Literature Reviewed

## **Theoretical Framework**

The study is hinged on conflict theory which was first propounded by German philosopher Karl Marx in the 19th century. He argued that competition over limited resources was inherent in society. The theory seeks to explain political and economic events in terms of an ongoing struggle over finite resources. In this struggle, Marx emphasizes the antagonistic relationship between social classes, in particular the relationship between the owners of capital—whom Marx calls the “bourgeoisie”—and the working class, whom he calls the “proletariat.” Conflict theory had a profound influence on 19th- and 20th-century thought and continues to influence political debates to this day.

Marx used the theory to explain the exploitation of the working class in capitalist societies. In his view, there are two classes: a ruling bourgeoisie and an oppressed proletariat (aka working class). The bourgeoisie maintains social order through domination rather than agreement. Conflict theorists see the educational system as perpetuating the status quo by dulling the lower classes into being obedient workers. Conflict theorists agree that the educational system practices sorting, and argue that schools sort along distinct class and ethnic lines. According to conflict theorists, schools train those in the working classes to accept their position as a lower-class member of society. Conflict theorists call this role of education the “hidden curriculum.”

Conflict theory explores the power dynamics that create social and economic inequality in different contexts, everything from poverty and social conflict, to revolutions and war. More so, the conflict perspective theory also posed the cultural and socio economic status in respect towards attitude for education. It states that socio economic activity of the family affect the attitude of children towards education. Children with less cultural capital have little opportunities to succeed in school. For example, in a standardized test for testing students ability reveals that with a dominant socioeconomic status or values are more highly rewarded by the education system. This posses danger towards student attitude in academic performance; they tend to relax hoping nothing beyond a certain level of education, basing on their parents' status thus making them not to recognize the industrious nature of academics.

Conflict theorists see education not as a social benefit or opportunity, but as a powerful means of maintaining power. They argued that teachers treat lower-class kids like less competent students, placing them in lower “tracks” because they have generally had fewer opportunities to develop language, critical thinking, and social skills prior to entering school than middle and upper class kids. When placed in lower tracks, lower-class kids are trained for blue-collar jobs by an emphasis on obedience and following rules rather than autonomy, higher- order thinking, and self-expression. Wilhelm Wundt (1832-1920) maintained that the study of consciousness was the primary object of psychology. Their methodology was primarily introspective, relying heavily on first-

person reports of sensations and the constituents of immediate experiences. feelings or states of mind.

In the case of schooling and Educational Opportunities Weber and his followers believed that inequality of resources in society is the source of conflict and, that schools are ultimately linked to the kinds of economic opportunities individuals have. They point out that while private schools are expensive and generally reserved for the upper classes, public schools, especially those that serve the poor, are underfunded, understaffed, and growing worse. Schools are also powerful agents of socialization that can be used as tools for one group to exert power over others – for example, by demanding that all students learn English, schools are ensuring that English-speakers dominate students from non-English speaking backgrounds. Many conflict theorists argue, however, that schools can do little to reduce inequality without broader changes in society (e.g. creating a broader base of high-paying jobs or equalizing disparities in the tax base of communities). To conflict theorists, schools play the role of training working-class students to accept and retain their position as lower-tier members of society. They argue that this role is fulfilled through the disparity of resources available to students in richer and poorer neighborhoods as well as through testing (Lauen and Tyson 2008).

In our society we find two kinds of schools: Government schools and Private schools. Private schools meant for upper elite classes who are rich. They can afford to pay higher salary, attract better teachers and purchase newer and better texts and more

technology. Students who attend these schools gain substantial advantages in getting into the best colleges and universities. They are also being tracked into higher-paying professions. Students in less affluent government schools do not enjoy these advantages. They are less likely to go to good institutions and hence, more likely to be tracked into low-paying manual professions. Therefore, inequality to access quality education creates conflict among the rich and the poor students.

With the neo-liberal policy of the government, private education system is increasing at an alarming rate. As a result, the social conflict between the 'haves' and the 'have not's' is widening. The parents from affluent and even middle-class families send their children to private schools and the poor parents send their children to public funded government schools. Marx believes that the current education system is reproducing social classes; the students passed out from the public schools have least social mobility. Bowls and Gintis (2013) support his argument "Education reproduces the attitudes and behavior for divisions of labor. It teaches people how to accept their position, to be exploited, and to show the rulers how to control the workforce". As Marx claim that education system supports the wealthy in society and helps them in perpetuating status quo that means the students enrolled in elite school system have more exposure, facilities and chances of getting higher position and social prestige in the society. Keeping in mind the context of Karl Marx theory, this study is an attempt to apply his theoretical approach in Pakistani education system. Researcher analyzed the private and public school facilities, fee structure and position in annual results at secondary and higher secondary level.

Conflict theory posits that conflict is a fundamental part of the social order, and that schools are a critical site in the reproduction of social inequality, particularly class conflict and racial stratification. Schools are not meritocratic; individual talent and hard work do not necessarily guarantee success. Larger social forces produce unequal outcomes that favor the powerful and inequality within and among schools helps maintain reproduction of the status quo. Conflict theorists see education as maintaining existing power structures while creating a docile workforce or underclass. Karl Marx, Max Weber, and Émile Durkheim address the relationship of education and social conflict, albeit in different ways.

Conflict theory in education remains a robust area of inquiry. Key contemporary works were authored in the late 1970s and early 1980s by Randall Collins et al. Durkheim did not envision long-term social conflict as inevitable or likely. Rather, Durkheim saw widespread education, alongside industrialization and specialization, as a way to reduce class conflict by creating new relationships and opportunities for workers and managers alike. Marx, on the other hand, argued that class conflict was inevitable and steadily increasing, ultimately leading to the overthrow of capitalism. Education could not reduce or transform class conflict; it could only reflect ongoing exploitations and struggle. Weber also focused on the importance of conflict in society, but did not see the overthrow of capitalism as an end to exploitation and domination. Rather, inequalities of power, prestige, and income would remain a source of conflict in capitalist and non-

capitalist societies. The social and political tumult of the late 1960s and 1970s was a crucial period for contemporary conflict theories of education.

Conflict theorists advanced two main arguments regarding meritocracy and ideology. The first argument is that, contrary to conventional wisdom, schools are not meritocratic institutions. Rather than a system where intelligent and hard-working students from all class backgrounds can succeed, go on to further education, and then join the professional class through a high-status education requiring advanced educational credentials, modern conflict theorists see schools as places that reproduce social inequality. In a society where jobs are allotted based on credentials (credentials that more often than not reflect class status, not individual merit or achievement), the relationship of education to occupation is weak. Outside of families, schools are the major sorting mechanism in an unequal society. The extreme difference in outcomes of schooling students from different class backgrounds is not the result of differences in innate intelligence, but rather the result of the ways schools sort students in order to serve the interests of dominant status groups. The second argument is that, contrary to conventional wisdom, schools are not ideologically neutral places.

The Conflict Theory, developed by sociologist Karl Marx, offers a critical perspective on schooling that emphasizes the role of education in perpetuating social inequality. According to this theory, the education system functions as a tool of the ruling class to maintain their power and exploit the working class. One key aspect of the

Conflict Theory's perspective on schooling is the idea that education serves to reproduce the existing social structure. Schools, the curriculum, and teaching methods are all designed in a way that reflects and reinforces the dominant ideology and values of the ruling class. This means that the educational system tends to promote conformity, obedience, and subservience rather than critical thinking and creativity. Moreover, according to the Conflict Theory, the education system creates and reinforces social inequalities by reproducing the existing class structure. Schools provide different opportunities and resources to students based on their social backgrounds, leading to unequal educational outcomes. Working-class students are often disadvantaged compared to their wealthier counterparts, as they have less access to quality education, resources, and opportunities, which perpetuates social inequality.

Conflict Theory argues that schooling plays a role in maintaining social inequality by socializing individuals into their respective social classes. Education not only provides knowledge and skills but also instills values, attitudes, and behaviors that are compatible with the existing social order. For example, working-class children are socialized to be obedient workers who are content with their lower-class status, while upper-class children are socialized to become future leaders and maintain their privileged positions. Secondly, the theory emphasizes that the education system perpetuates social stratification by reproducing and reinforcing existing structures of inequality. Wealthier individuals are better equipped to provide their children with quality education, including private schools and extracurricular activities, which widens the educational achievement

gap. This privileging of the affluent ensures that opportunities for upward social mobility are limited for those from lower socioeconomic backgrounds, further entrenching social inequality.

In addition, the Conflict Theory argues that the education system contributes to the creation of a skilled and disciplined workforce. Schools train students to conform to societal norms and prepare them for future roles in the labor market. The curriculum often reflects the needs of the ruling class rather than promoting critical thinking and individual creativity. This functionalist approach to education perpetuates the cycle of a divided labor force, where individuals from lower socioeconomic backgrounds are prepared for menial, low-paying jobs, while the affluent are positioned for occupations with higher status and better salaries.

Conflict theory is however related to this research work in that sense that this theory suggests that the fulfillment of one's education and one's educational achievement is closely linked to social class. The COVID19 crisis that came about in the year 2020 showed us how education and academic can take a different turn from being in the regular or conventional classroom setting. Schools in Countries like Nigeria, Phillipines, America etc had to go online. Applying conflict theory, students whose parents are from the low socio-economic background that were not opportuned to have access to things like good internet connections, computers, modular and asynchronous teaching systems were left to their fate at that time and were completely out of learning for a while, expect

for those whose parents are actively involved in their academics and decides to homeschool them during the pandemic.

### **Concept of Socio-Economic Background**

The understanding of students' socio-economic conditions became a major concern for educational researchers when low academic performance at school was observed in students whose parents had low income, low levels of education, and were employed at low-status jobs (Cowan et al., 2012). Although SES can be considered as one of the most commonly used variables in educational research (Sirin, 2005), it has been conceptualized in different ways in the literature. For instance, Chapin (as cited in White, 1982) defined SES in 1928 as: "the position that an individual or family occupies with reference to the prevailing average of standards of cultural possessions, effective income, material possessions, and participation in group activity in the community" (p. 99). Mueller and Parcel (1981) defined SES as the position of an individual, family, or group on a hierarchy based on economic, power, and prestige dimensions. More recently, SES has been defined as the amount of economic, social, and cultural resources available to one student (Cowan et al., 2012; De Clercq, Galand, & Frenay, 2017).

The different dimensions of SES have been operationalized using either single indicators, multiple indicators analyzed separately, or several indicators combined in a composite score (Australian Bureau of Statistics, 2011; Cowan et al., 2012; Shavers, 2007). Moreover, the indicators of SES can be observed at several levels, namely, the

individual, family, or area levels (Australian Bureau of Statistics, 2011; Krieger, Williams, & Moss, 1997). At the individual level, education, occupation, and income have been used as indicators for SES in previous educational research (Cowan et al., 2012; Sackett, Kuncel, Arneson, Cooper, & Waters, 2009; Van Ewijk & Sleegers, 2010). Education, occupation, and income can consistently capture students' socio-economic conditions regardless of the time in which they are observed (Erola, Jalonen, & Lehti, 2016). In addition, these measurements are easy to interpret and communicate (Cowan et al., 2012). At the family level, household resources have been suggested as the fourth indicator for SES (Sirin, 2005). Household resources refer to possessions such as cars, books, computers, and musical instruments (De Clercq et al., 2017; Pedrosa, Dachs, Maia, Andrade, & Carvalho, 2007).

### **Parental Occupation/Employment and Academic Performance**

Occupational prestige as one of the components of socio-economic status encompasses income and educational attainment. Occupational status corresponds to the educational attainment of an individual through which obtaining better job and retaining better positions become inevitable. Occupational prestige is the subjective evaluation people give to jobs. To determine occupational prestige, sociological researchers typically ask nationwide samples of adults to rank the general standing of a series of jobs. These subjective ratings provide information about how people perceive the worth of different occupations. People tend to rank professionals, such as

physicians, professors, judges, and lawyers highly, with occupations such as electrician, insurance agent, and police officer falling in the middle. Occupations with low occupational prestige are maids, garbage collectors, and shoe shiners. These rankings do not reflect the worth of people within these positions but are indicative of the judgments people make about the worth of these jobs (Anderson et.al, 2017). Therefore, if an occupation is more authoritative and commanding, it requires a stronger zest and zeal to commit to it and work towards accomplishing it.

According to Charles (2013) occupational status measures social position by describing job characteristics, decision making, ability & control and psychological demand on the job. Ahmad et al. (2013) suggested that a series of questions were asked to parents and guardians about the financial circumstances surrounding children school enrolment in Tanzania. Their answer was no more than economic problem militating against their children to school. Wang (2010) also mentioned poverty as a contributing factor of children drop out in rural areas of China. Parents with less prestigious occupation fail to make adequate provisions to support their children in their educational attainment, and result in poor academic performance or even dropout. Faisal Ibrahim, M.A. (2014) in his research conducts to find out the influence of parental socioeconomic status on their involvement in their children's education in Jordan. He revealed that the relationship between parental occupation and parental involvement at home was moderate in some strategies. It shows that parent with the prestigious occupations is more likely to identify their children's problem to give a possible solution. They also help them

to do their homework by providing facilities necessary for learning development. It is possible as a prestigious occupation is connected with income level. Prestigious occupation parents have better income stability that would make it easier for them to make adequate provisions to their children's learning development.

Vellymalay, (2012) stated that a child's capability to succeed in school depends on how successfully the child is managed by his/her parent in the environment. It is an environment where the child learns skills, attitude and behaviour that could mould them into productive and successful students. It is important to note that not every child comes from a home that could provide them with the requisite educational resource necessary for their academic success. In agreement with that, apparent socioeconomic status plays a significant role in providing these educational resources and appears to impose the greater impact on the child's educational outcomes. Even in small rural towns, where almost all peoples are the same in ethnicity and religion. The children of the town bankers, doctors, and teachers probably may have a different upbringing from those children of most farmland or domestic workers.

### **Concept of Academic Performance**

Academic performance by students has always been a subject of interest to every educational institution. Whereas there is a consensus that schools should play a major role in this process, there seems to be disagreement about what exactly that role should be.

While some believe that the primary focus of schools should be the academic preparation of students (Hirsch, 1996; Tienken, & Wilson, 2001). Others however believe that efforts of schools should be integrated with other social institutions such as family and community towards educating children (Huitt,2007). Understanding the factors that influence academic performance is crucial for educators, policymakers, and researchers who seek to improve educational outcomes and create more equitable learning environments. By identifying the key determinants of student success, researchers can develop targeted interventions and support systems to help all students reach their full potential.

Academic instruction is arguably the primary business of education. To this end, schools are expected to influence students' learning, socialisation, and even vocational preparedness. Despite the attention paid to a broad definition of educational outcomes, however, academic performance remains central. Students' academic performance is a term that appears frequently married in higher education discourse. Academic performance is a multidimensional construct composed of the skills, attitudes, and behaviors of a learner that contribute to academic success in the classroom (Hijazi & Naqvi, 2006). Children from less advantage home score at least ten percent lower than the national average on national achievement score in mathematics and reading. While national high school dropout rate have steadily declined, dropout rate for children living in poverty have steadily increased. Academic performance of students especially at the secondary school level is not only a pointer to the effectiveness or otherwise of schools

but a major determinant of the future of youths in particular and the nation in general. The good academic performance of students at the Senior High School is of paramount importance in every educational system. Meanwhile, numerous factors influence the academic performance of students and have been researched, but many problems persist. Education at the secondary school level is supposed to be the bedrock and the foundation towards higher knowledge in tertiary institutions (Chindanya, A. 2012).

Academic performance is affected by many factors including parents' education levels and income, teachers' knowledge of the subject, truancy, textbooks availability and accessibility, libraries, practical laboratory, meals provision and many other factors (Chinyoka, K. and Naidu, N. 2013). Kolade (2015) asserted that some of the notable factors that may influence student academic achievement in secondary school are: school climate ,instructional material, discipline, physical facilities, teacher quality, type of location of school and class size, This is because school with good and conducive environment and physical facilities will produce better school leaver with high achievement, It is now certain that most of secondary school products cannot gain admission into federal universities or university of their choice due to poor performance in the placement examination into these schools.

Academic achievement serves as a quantifiable indicator of a student's behavior over a specified timeframe, and it is considerably influenced by numerous factors, one of which is family income. Research by Ngangi, Mwanja, and Cheloti (2023) revealed that

parental income affects the level of behavioral support provided by parents, and it acts as a significant contributor to educational inequality, as parents with limited financial resources may fail to allocate sufficient investments into their children's education, resulting in poor academic outcomes. Economic hardship negatively impacts academic success, as students from economically disadvantaged backgrounds often find it difficult to concentrate on school activities due to unmet basic needs. Living in poverty correlates with heightened parental stress, depression, and various health issues, all of which can impede parents' capacity to effectively care for their children. In contrast, children of affluent parents typically possess elevated educational aspirations and expectations, as those with wealth can afford home tutoring, cultivate positive studying routines, and reinforce their influence on their children's academic success.

### **Socio-Economic Background and Academic Performance of Students**

Different families create environment that influence children's intellectual growth and educational motivation in different ways. In determining access to education by children, household income is found to be an important factor; this is because there are many costs associated with schooling and educational process ranging from school fees, uniform PTA fees and the opportunity costs of sending a female- child to school. Household income is linked to a range of factors: when children start school, how often they attend, whether they have to temporarily withdraw and also when and if they drop out (Barrera- Osorio et al; Glewwe & Chang 2010), Students need safe, healthy and stimulating environment in which to grow and learn. To the educationist, learning means

a more or less permanent change in behaviour, which results from activity training or observation. As a process learning involves the acquiring of new knowledge, ideas, skills, values and experiences that enables the individual to modify or alter his behaviour to realize his goals.

Learning is a matter of thinking, making response to a situation or modifying previous responses in order to bring about an improvement. The family could be regarded as an essential agent of education. Before the Western Civilization, the family was responsible for playing the role of teaching knowledge skill and attitude. Today, the family is still playing such role of educating children. Wilson (1992) suggested that family environments were much more in influencing adolescent's aspiration. The social upbringing of the child begins with family. It is the family that makes the child to identify himself with the society, culture, religion or social class. The family continues to exercise a strong influence over the child's life and academic performance in the school. It must be noted that families differ vastly in terms of their significance in the social order. Some have more prestige, money and some have wider experience and knowledge of how to operate within the social or school environment. It is the environment of middle class that decides how a child's hereditary factors will be utilized. Environment exerts an influence on mental development. Children who spend their early age in economically and privileged homes seem to perform more intelligently if or when their living condition is improved.

The link between socio-economic and educational background of the parents and children educational process had been highlighted by number of studies in looking at the interaction between the children in particular and the household income and socio-economic status. All the studies agreed that children's enrolment, retention and completion can seriously be affected by the low socio-economic status and low educational level of the parents which resulted to poverty. (Porteus et al, 200; Gakuru cited in Ackers et al, 2001; Ranasinghe & Hartog, 2002; Vavrus, 2002; Hunter & May, 2003; Dachi & Garrett, 2003; UNICEF, 2005; Birdsall et al, 2005; Bruneforth, 2006; Cardoso & Verner, 2007; Guo & Zhang 2008; Zhao & Glewwe, 2010; Wang 2010).

According to Dachi and Garrett (2003) a Series of questions were asked to parents and guardians about the financial circumstances surrounding children's school enrolment in Tanzania their answers was no more than financial problem militating against sending their children to school. Wang (2010) also mentioned poverty as a contributing factor of children's dropout in rural areas of China. It therefore means that the social position enjoyed by the family is determined by its level of income, education, occupation and residence. Socio-economic here-implied socio-stratification, which include the upper class or high socio-economic level, the middle and lower socio-economic level. The upper class are rich families in the society by societal judgement they include subjects whose parents hold Bachelor degree, masters, Doctorate degrees and HND parents who have business affiliations, own cars or live in a flat, bungalow, duplex or live in some specific areas in the city.

The middle class includes all average occupation and semi-skilled men and women as administrative Assistants, Armed forces, Blacksmith, semi-businessmen and women, semi-contractors, electrical Assistants, Teachers, junior civil servants etc. The lower class division was concentrated to include men and women of low occupational level as: labourers, Petty traders, watch repairers, road makers, Hair dressers, Bicycle repairers, petty farmers, etc. Students need nutritious food and regular medical care. These things help them get a good start in life and lessen the chances that they will later have serious health problems or trouble learning. Nutrition plays a vital role in the development of students. If a student is hungry in school he/she is less likely to concentrate. This idea dates back to early psychological findings that before one can be complete basic need must be met.

Children from better off households are more likely to remain in school, whilst those who are poorer are more likely never to have attended, or to drop out once they have enrolled. This has been suggested by both statistical data and empirical research. For example, a research conducted in rural China by Glewe & Kremer (2006) saw “poor and credit constrained children” three times more likely than other children to drop out of primary school. The links between wealth and school retention has been described in more detail by Colclough (2000) where he stated that “amongst those out-of-school, the mean wealth index for school drop-outs was generally higher than for those who had never enrolled ... children at school were, on average, from better-off households than those who had dropped out, who were, in turn, from richer backgrounds than school-age

children who had never enrolled”. Poor households tend to have lower demand for schooling than richer households: whatever the benefits of schooling, the costs, for them, are more difficult to meet than is the case for richer households. The pressure on children from poorer background in particular, to withdraw from school increases as they get older, particularly as the opportunity cost of their time increases (Colclough et al, 2000: 25).

A review of empirical studies is a critical component of research that involves examining and synthesizing previous research findings related to the topic under investigation. The purpose of this review is to identify what is already known about the subject, highlight gaps in the current knowledge, and demonstrate how the present study contributes to the field. This review helps in refining research questions, hypotheses, and methodology by learning from the strengths and weaknesses of prior studies. In this study, socioeconomic status is defined by parents' level of educational attainment and level of income, and it impacts access to resources necessary for the academic performance of students. Parents with higher SES can typically provide better academic support and resources, which positively influence student learning outcomes. Parental income for example has been linked to access to quality educational resources, such as tutoring and cocurricular and extracurricular activities, which in turn enhance academic performance. Studies indicate that children from higher-income families often have advantages, including better schooling and materials. Various studies are available in the literature across both developed and developing countries on the influence of parental socio-

economic status on the academic performance of their children among secondary schools. Some of these studies includes:

Maghra, Galadima and Rufus (2019) examine the effects of socioeconomic status of parents on the academic performance of students in government secondary schools in Taraba State using a survey research design. The population of the study was 246,785 students. A stratified random sampling technique using Taro Yamane formula was used to obtain a sample of 400 students. Mean and standard deviation were used to answer the research questions while Chi –Square was used to test the hypotheses at 5% level of significance. The results revealed that father and mother’s educational level influence the academic performance of students and family income also has influence on the academic performance of students.

Likewise, Nurudeen and Usman (2010) carried out a disaggregated analysis on government expenditure and economic growth in Nigeria. Their analysis concluded that there was no significant relationship between expenditure on education and economic growth in Nigeria. Li and Qui (2018) examine how family background affects children’s academic achievement at an early stage. Through analysis of data from the Chinese Family panel study in 2010 (CFPS2010), this paper proposes two pathways through which family influences children’s academic performance. Firstly, parents compete for high-quality educational opportunities for their children and better educational opportunities lead to better academic performance. Secondly, parenting behaviour and

educational support for their children could cultivate children's learning habits and affect academic performance. The study also find urban students' academic performance are more heavily affected by their families' socioeconomic status compared with rural students.

In another development, Abdu, Babakura and Tela (2020) examine the influence of parental socioeconomic status on students' academic performance in public secondary schools in Maiduguri. A descriptive survey design using a sample of 158 students, 17 teachers and 11 parents' representatives was used to execute the study. Quantitative data from the questionnaires was analyzed using descriptive and inferential statistics using SPSS. The findings of the study were that parent's income, level of education, occupation and parental involvement in education influences students' academic performance to a great extent.

Likewise, Eshetu (2015) examines the effect of parental socio-economic status on the academic performance of students in regional examination in Ethiopia. A survey is conducted to collect data on regional examination result of 538 randomly selected students from thirteen junior secondary schools. Also, the collected data is analysed using descriptive statistics and inferential statistics including percentage, independent samples t-tests, Spearman's rho correlation and one-way ANOVA. Findings indicate that socioeconomic status of parents (particularly educational level and occupational status of parents) has strong association with the academic performance of students. Students from

educated and better off families have scored higher result in their regional examination than their counterparts.

Also, Pant (2020) examines the relationship between the parental socio-economic status and academic achievement of students. The study focuses on the interrelated dimensions of parental income, educational status, and its effect on children's education. The study is conducted with a qualitative case study research design. Altogether 15 informants from parents, teachers, and students are selected by the purposive sampling method. In-depth interviews, focus group discussions, and observation techniques are followed during data collection. Data is analysed using thematic narrative analysis. The study found that the majority of students of low socio-economic status have poor academic achievement. Parents of low economic background have been found less interested in the education of their children.

In addition, Asiegbu and Ezeugbor (2018) evaluate the relationship between socio-economic status of parents and academic performance of students in Onitsha north LGA of Anambra state. Using a correlational research design. From the population of 2,452, a sample of 100 respondents selected through the simple random sampling is utilised. To estimate the results, Pearson product moment correlational analysis is employed. Result shows the existence of positive relationship between socio-economic status of parents and student's academic performance. Assenting to the argument, Mwariri, Marete and Mwenda (2017) examine the impact of socio-economic status on

students' academic performance in public secondary schools in Kieni East Sub County, Nyeri County, Kenya. The study established that the number of family members in formal employment, coupled with employment and business/self-employment income, led to higher academic performance among students. The findings also revealed that in homes lacking academic support facilities; the academic performance of learners was poor, while homes with adequate facilities boosted the academic performance of the students.

Likewise, Al-Matalka (2014) focuses on the relationship between parent's socioeconomic status and parental involvement strategies in their child's education among Jordanian parents who have enrolled their children in governmental schools. The total sample of 150 Jordanian students who completed their (Tawjeehi) education at governmental schools are utilised. The results revealed that regardless of parental socioeconomic status the found to be involved in their children education. However, the educational level of the parents has greater impact on parental involvement strategies than parental occupation and income.

Osuafor (2013) carried out a study on the influence of family background on the academic performance of secondary school Economics students in Anambra State, Nigeria. A survey design was adopted for the study. Five hundred and forty – six (546) senior secondary two (SS2) were drawn by simple random sampling from 14 schools within Awka, Nnewi, and Onitsha Education Zones, in Anambra State. Three research

questions and four hypotheses guided the study. Data were collected using a researcher-constructed questionnaire and students SS1 and SS2 school results. The results revealed that family structure, parents' occupation, and educational level of parents did not have a significant influence on students' performance. Both studies are similar in their purpose and research design. Both studies aim to find out the influence of family background which socio-economic status is among, on the academic performance of students.

In the same vein, Nwawulu (2016) carried out a study on the influence of home and school environments on the academic performance of secondary school students in the Ihiala local government area of Anambra State. Three research questions and hypotheses guided the study. The researcher used a total of 280 subjects as a sample for the study. The questionnaire was the instrument used for the study. The data collected were analyzed using tables and percentages. The study revealed among other things that the social class of parents determines the student's academic performance. The study is related to the present study as they both delve into the influence of the home environment/socio-economic status of parents on the academic performance of students. The present study shed more light on socio-economic factors as one of the home factors. There is some evidence that the socioeconomic status of parents plays a role in the academic performance of their children in school. Even though there is a lot of research undertaken on socioeconomic status in general, more analysis needs to be explored specifically on socioeconomic status in the education sector in the Enugu education zone

and how this relates to students' performance. Empirical studies have contributed to knowledge of how socioeconomic status affects students' academic performance.

In summary, it can be deduced from the aforementioned literature that inconsistency arise among the scholars on the relationship or influence of socio-economic status of parents on academic performance of their children among selected secondary schools. This abound due to different techniques of analysis, study time frame and locations/regions.

### **Summary of Reviewed Literature**

From the review of literature, it is apparent that family background and educational performance of students' have been seen from different perspectives. From socio-economic status of parents, it has been seen students from poorer background have worse educational attainments than parents who are well educated themselves generally value education and expect and desire students to become well educated perhaps better than themselves. Children of educated parents are naturally more intelligent than those of uneducated parents.

In this study, socioeconomic status is defined by parents' level of educational attainment and level of income, and it impacts access to resources necessary for the academic performance of students. Parents with higher SES can typically provide better academic support and resources, which positively influence student learning outcomes. Parental income for example has been linked to access to quality educational resources,

such as tutoring and curricular and extracurricular activities, which in turn enhance academic performance. Studies indicate that children from higher-income families often have advantages, including better schooling and materials. A relevant theory which is Conflict theory propounded by Karl Marx in the 19th century have been discussed to support the argument of this study. Conflict theory explores the power dynamics that create social and economic inequality in different contexts — everything from poverty and social conflict, to revolutions and war. More so, the conflict perspective theory also posed the cultural and socio economic status in respect towards attitude for education. It states that socio economic activity of the family affect the attitude of children towards education. Children with less cultural capital have little opportunities to succeed in school. This chapter also goes ahead to discuss some determinants of Socio-economic status which are: Gender, Age, Parental Education, Cultural values, family size etc.

Lastly, this chapter discussed the studies of various scholars such as a study conducted by Abdu, Babakura and Tela (2020) which examines the influence of parental socioeconomic status on students' academic performance in public secondary schools in Maiduguri using a descriptive survey design using a sample of 158 students, 17 teachers and 11 parents' representatives was used to execute the study. Also a study by Asiegbu and Ezeugbor (2018) evaluate the relationship between socio-economic status of parents and academic performance of students in Onitsha north LGA of Anambra state.

Osuafor (2013) carried out a study on the influence of family background on the academic performance of secondary school Economics students in Anambra State, Nigeria. Education covers a number of elements of life, not only what we generally think of as the progress through school and college. These include; attitudes of various people, money, peer behavior and cultural expectations among others. Attitudes to education vary. Parents either have expectations of their child that it will do its best or they are passive in their understanding of education. To the best of the researchers knowledge little or none of these studies focused on the relationship between socio-economic background of parents and students academic performance based on sex which necessitated this study.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter discusses the Methodology used for the study and they are presented under the following sub-headings;

- Research Design
- Population of the study
- Sample and Sampling Techniques
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

#### **Research Design**

The correlational research design was adopted for this study. This was to enable the researcher to determine the relationship between the independent and dependent

variables. Hence, the correlational research design was used to investigate the relationship between the socio-economic background of parents and students' academic performance in senior secondary schools in Egor Local Government Area.

### **Population of the Study**

The population of the study comprised all mixed public secondary schools in Egor Local Government Area, Edo State, with a population of 5,419 public senior secondary school students.

### **Sample and Sampling Techniques**

The sample for this study was made up of 70 students from different senior secondary schools in Egor using the random sampling technique. This was selected using simple random sampling technique through balloting without replacement. This was to ensure that each school in the population had an equal opportunity of being selected.

### **Research Instrument**

The research instrument for the collection of data for the study was a questionnaire designed to examine the relationship between socio-economic background of parents and students' academic performance in senior secondary schools in Egor Local Government Area, Edo State. It was divided into two sections; Section A assessed the demographic variables of sex of the students, age of the students, class of the students, and students' parental information regarding occupation, while Section B consisted of

four subscales which addressed the variables of interest. It was a 20-item questionnaire with response options of: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

### **Validity of the Instrument**

The validity of the instrument was carried out by three psychometric experts from the Department of Educational Evaluation and Counselling Psychology in the Faculty of Education, University of Benin. Observations, suggestions, and corrections made were reflected in the final corrected copy of the instrument.

### **Reliability of the Instrument**

The Cronbach Alpha method was used to determine the reliability of the instrument. The questionnaires were administered to a group of 20 respondents which were not part of the study but were part of the population. A Cronbach Alpha coefficient of .887 was obtained. This shows that the instrument is reliable.

### **Method of Data Collection**

The instrument was administered by the researcher after obtaining permission from the principals of the schools that were used for the study. The respondents were implored to respond to the items objectively and freely as it applied to them, after a thorough explanation by the researcher on the purpose of the questionnaire was given to

them. The questionnaire was therefore administered by the researcher personally to the respondents, and the questionnaires were collected on the spot after being answered by the respondents.

### Method of Data Analysis

Data generated for this study were analyzed using descriptive statistics comprising frequency counts, mean, and inferential statistics (correlation). All hypotheses were tested at the 0.05 level of significance.

## CHAPTER FOUR

### PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

In this chapter, data are analysed, and the results are presented and discussed. The data are displayed in tables and organised in line with the sequence of the research questions formulated for the study.

**Research Question 1:** What is the relationship between parental education and students’ academic performance of Senior Secondary School students in Egor local government Area?

**Table 1: Mean and Standard Deviation Analysis on Relationship between Parental Education and Students’ Academic Performance**

S/N	Items	Mean	SD	Remarks
1.	My parents are well educated therefore, I am assisted by my parents with assignments that seem difficult	3.59	.709	Agreed
2.	I am motivated to study hard because of my parents educational achievement	3.44	.683	Agreed

3.	My parents set high academic expectations for me because they are well educated	3.30	.882	Agreed
4.	Academic guidance and support is not provided by my parents when needed	3.54	.629	Agreed
5.	As a result of my parents poor educational level, they do not believe that a good education is important for my future	3.13	.718	Agreed

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**Source:** Researcher's Fieldwork, 2025

The analysis of data in the above table revealed the responses of the respondents on the relationship between parental education and students' academic performance of Senior Secondary School students in Egor Local Government Area. Item 1 indicates that students agreed that their parents' level of education enables them to assist with difficult assignments, with a mean of 3.59 (SD = 0.709), showing strong agreement. Item 2 reveals that students are motivated to study hard due to their parents' educational achievements, with a mean of 3.44 (SD = 0.683), indicating positive influence. Item 3 shows that parents' educational background leads them to set high academic expectations for their children, with a mean of 3.30 (SD = 0.882), reflecting agreement among respondents. Item 4 indicates that academic guidance and support are not always provided by parents when needed, with a mean of 3.54 (SD = 0.629), showing agreement. Item 5 further reveals that some parents' poor educational level affects their belief in the importance of education, with a mean of 3.13 (SD = 0.718), also showing agreement. Since all the mean scores are above the criterion mean of 2.50, the findings imply that

parental education significantly influences students’ academic performance in Egor Local Government Area of Edo State.

**Research Question 2:** What is the relationship between parental employment/occupation and academic performance of Senior Secondary School Students in Egor local government Area?

**Table 2: Mean and Standard Deviation Analysis on Relationship between Parental Employment/Occupation and Academic Performance**

S/N	Items	Mean	SD	Remarks
1.	My parents always communicate with my teachers about my academic performance	3.66	.603	Agreed
2.	Due to work, my parents are often away from home which negatively affects my academic performance in school	3.52	.819	Agreed
3.	The work schedule of my parents affects my academics	3.22	.893	Agreed
4.	I have all educational resources (e.g. books, computer, internet access etc.) provided by my parents	3.16	.669	Agreed
5.	My parents' occupation has positive influence on my academic performance	3.74	.824	Agreed

**Source:** Researcher’s Fieldwork, 2025

The analysis of data in the above table revealed the responses of the respondents on the relationship between parental employment or occupation and the academic performance of Senior Secondary School students in Egor Local Government Area. Item 1 indicates that parents frequently communicate with teachers about their children's academic performance, with a mean of 3.66 (SD = 0.603), showing strong agreement among respondents. Item 2 reveals that due to work demands, parents are often away from home, which negatively affects students' academic performance, with a mean of 3.52 (SD = 0.819), indicating general agreement. Item 3 shows that parents' work schedules interfere with students' academic activities, with a mean of 3.22 (SD = 0.893), reflecting a similar perception. Item 4 indicates that most students have access to necessary educational resources provided by their parents, with a mean of 3.16 (SD = 0.669), showing agreement. Item 5 reveals that parents' occupations positively influence students' academic performance, with a mean of 3.74 (SD = 0.824), showing strong agreement. Since all the mean scores are above the criterion mean of 2.50, the findings imply that parental employment and occupation significantly influence the academic performance of students in Egor Local Government Area of Edo State.

**Research Question 3:** What is the relationship between parental cultural values and students' academic performance of Senior Secondary School Students in Egor local government Area?

**Table 3: Mean and Standard Deviation Analysis on Relationship between Parental Cultural Values and Students' Academic Performance**

S/N	Items	Mean	SD	Remarks
1.	My family believes that cultural values (e.g integrity, and hardwork) aids educational performance	3.59	.847	Agreed
2.	Superiority of the male child is a cultural value in my family and it affects my academic performance as I am usually busy with house chores	3.27	.781	Agreed
3.	Some of my cultural practices impacts my academic performance positively	3.43	.823	Agreed
4.	My family's cultural values motivates me to learn and perform better in school	3.39	.819	Agreed
5.	My parents cultural value hinders my academic performance	3.81	.654	Agreed

**Source:** Researcher's Fieldwork, 2025

The analysis of data in the above table revealed the responses of the respondents on the relationship between parental cultural values and students' academic performance of Senior Secondary School students in Egor Local Government Area. Item 1 indicates that families believe cultural values such as integrity and hard work contribute to educational performance, with a mean of 3.59 (SD = 0.847), showing strong agreement among respondents. Item 2 reveals that the cultural belief in the superiority of the male child affects some students' academic performance, as they are often occupied with domestic chores, with a mean of 3.27 (SD = 0.781), indicating agreement. Item 3 shows that certain cultural practices positively influence students' academic performance, with a mean of 3.43 (SD = 0.823), reflecting general agreement. Item 4 indicates that family

cultural values serve as motivation for better learning and performance in school, with a mean of 3.39 (SD = 0.819), showing positive perception. Item 5 reveals that some parental cultural values hinder students' academic performance, with a mean of 3.81 (SD = 0.654), indicating strong agreement. Since all the mean scores are above the criterion mean of 2.50, the findings imply that parental cultural values have a significant influence on students' academic performance in Egor Local Government Area of Edo State.

### TEST OF HYPOTHESES

**Hypothesis One:** There is no significant relationship between parental socio-economic background and students' academic performance based on sex.

**Table 4: Pearson Correlation on Relationship between Parental Socio-Economic Background and Students' Academic Performance based on Sex**

Variables	N	Pearson r	Sig.(2-tailed)	Decision
Male	29			
		.825	.741	Retained
Female	41			

Hypothesis in Table 4 sought to determine whether there is a significant relationship between parental socio-economic background and students' academic performance based on sex. The result in Table 4 revealed a Pearson correlation coefficient ( $r$ ) of 0.825 with a corresponding p-value of 0.741 at the 0.05 level of significance. Since the p-value (0.741) is greater than the alpha level of 0.05, the null hypothesis is retained, while the alternative hypothesis is rejected. This implies that there is no significant relationship between parental socio-economic background and students' academic performance based on sex.

### **Discussion of Findings**

The findings for research question one reveals that parental education significantly influences students' academic performance in Egor Local Government Area of Edo State. This finding suggests that the educational background of parents plays a crucial role in shaping students' academic performance in Egor Local Government Area of Edo State. Educated parents are more likely to value education, provide academic guidance, create a conducive learning environment at home, and supply necessary learning materials. They also tend to engage more actively in their children's academic progress and communicate higher educational expectations. Conversely, less educated parents may lack the resources or awareness to effectively support learning. Thus, parental education enhances children's motivation, study habits, and overall academic achievement through improved home and emotional support systems. This finding is in alignment with the work of Babakura and Tela (2020) who found that parental educational level significantly affects students' academic performance.

The findings for research question two shows that parental employment and occupation significantly influence the academic performance of students in Egor Local Government Area of Edo State. This finding implies that the nature and stability of parental employment and occupation greatly affect students' academic performance in Egor Local Government Area of Edo State. Parents with stable and well-paying jobs are better positioned to meet their children's educational needs, such as providing textbooks, school fees, and a supportive learning environment. Moreover, employed parents often serve as role models, instilling discipline and a strong work ethic in their children. Conversely, parents with unstable or low-income occupations may face financial stress, reducing their ability to support academic pursuits. Therefore, parental employment status directly impacts students' motivation and academic success. This finding is consistent with Asiegbu and Ezeugbor (2018) who reported that parental occupation and income level significantly determine students' academic performance.

The findings for research question three reveals that parental cultural values have a significant influence on students' academic performance in Egor Local Government Area of Edo State. This finding indicates that parental cultural values play an important role in shaping students' academic performance in Egor Local Government Area of Edo State. Cultural beliefs and attitudes towards education determine how parents prioritise schooling, discipline, and academic excellence within the family. Parents who hold positive cultural values towards education tend to encourage learning, set high expectations, and provide moral and emotional support for their children's studies.

However, when cultural values place less emphasis on formal education, students may lack motivation or face conflicting expectations. Thus, parental cultural orientation significantly influences students' attitudes, commitment, and overall academic achievement. This finding agrees with Osuafor (2013) who found out that parental cultural values and beliefs strongly influence students' motivation and school engagement.

The findings under the hypothesis one revealed that there is no significant relationship between parental socio-economic background and students' academic performance based on sex. This finding suggests that parental socio-economic background does not influence students' academic performance differently based on sex in Egor Local Government Area of Edo State. Both male and female students appear to benefit equally from similar parental socio-economic conditions, such as income, education, and occupation. This implies that gender does not mediate the effect of socio-economic background on learning outcomes. Equal access to educational opportunities and similar parental support across genders may have contributed to this result. Therefore, students' academic performance is determined more by overall socio-economic factors than by whether the student is male or female. This finding is consistent with the study of Abdu-Raheem (2015) who found no significant difference between male and female students in relation to the influence of socio-economic background on academic achievement

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

In this chapter, the summary of the study, the conclusion drawn, and the recommendations arising from the findings are presented.

#### **Summary**

The study investigated the relationship between socio-economic background of parents and students' academic performance in senior secondary schools in Egor Local Government Area of Edo State. To achieve the purpose of the study, four research

questions were raised and answered. The population for this study was made up of all the 5,419 public senior secondary school students in Egor Local Government Area of Edo State. The sample size for the study was made up of 70 respondents.

The instrument used for data collection was a structured questionnaire titled “*Relationship between Socio-Economic Background of Parents and Students’ Academic Performance Questionnaire (RSEBPSAPQ)*.” The designed questionnaire was reviewed by the project supervisor and two subject experts to ensure content validity. After incorporating their corrections and suggestions, the final version of the questionnaire was produced and subsequently administered by the researcher. The study employed the descriptive survey research design. Data collected were analysed using descriptive statistics such as mean scores and standard deviation. A mean score of 2.50 and above was interpreted as high, while a mean score below 2.50 was regarded as low.

### **Findings of the research**

Findings from the study include that:

- Parental education significantly influences students’ academic performance in Egor Local Government Area of Edo State.
- Parental employment and occupation significantly influence the academic performance of students in Egor Local Government Area of Edo State.

- Parental cultural values have a significant influence on students' academic performance in Egor Local Government Area of Edo State.
- There is no significant relationship between parental socio-economic background and students' academic performance based on sex.

## **Conclusion**

The study investigated the relationship between socio-economic background of parents and students' academic performance in senior secondary schools in Egor Local Government Area of Edo State. Based on the findings of the study, the researcher concluded that socio-economic background of parents such as education, occupation and cultural values significantly influence on students' academic performance in Egor Local Government Area of Edo State. It was also concluded that there is no significant relationship between parental socio-economic background and students' academic performance based on sex.

## **Recommendations**

In line with the findings and conclusions of the research, the following recommendations were proposed:

1. The government should introduce policies and scholarship schemes aimed at supporting students from low socio-economic backgrounds. Such initiatives would help to reduce financial barriers that limit students' access to quality education and, consequently, improve their academic performance.

2. Parents should be encouraged to participate in adult education or literacy programmes where possible. Educated parents are better positioned to provide academic guidance, monitor their children's progress, and create a home environment that fosters effective learning.
3. School authorities should establish academic support initiatives such as after-school lessons, mentorship schemes, and counselling services. These would assist students from disadvantaged backgrounds in overcoming academic challenges and sustaining motivation towards their studies.
4. Community leaders and non-governmental organisations should collaborate with schools to provide educational materials, learning resources, and financial aid to underprivileged students. Such partnerships can help mitigate the impact of poverty on students' educational outcomes.
5. Schools should strengthen parent-teacher associations (PTAs) and encourage regular interaction between parents and teachers. Active parental involvement in school affairs can enhance students' commitment to learning and contribute positively to their academic achievement.

Effects all the corrections and you are good to go.

Dr. {Mrs) Aliu E.G. 26/10/2025

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**DEPARTMENT OF EDUCATIONAL EVALUATION AND COUNSELLING  
PSYCHOLOGY**

**FACULTY OF EDUCATION**

**UNIVERSITY OF BENIN**

**BENIN CITY.**

THE RELATIONSHIP BETWEEN SOCIO ECONOMIC BACKGROUND OF  
PARENTS AND STUDENTS' ACADEMIC PERFORMANCE IN SENIOR  
SECONDARY SCHOOL.

Dear respondents,

This questionnaire is designed to examine the relationship between Socia-economic background of parents and students academic performance in senior secondary schools in Egor local government area, Edo state. Kindly provide appropriate answers to each of these questions. Your responses will be confidential and used solely for research purposes.

Please read the questions carefully and (√) in the box provided that corresponds with the answer of your choice.

**SECTION A: (DEMOGRAPHIC DATA OF RESPONDENTS)**

School: \_\_\_\_\_

Sex: Male [ ] Female [ ]

Age: 12 - 15 years [ ] 15years and above [ ]

Class: S S1 [ ] SS2 [ ]

**PARENTS INFORMATION:**

What is your father's occupation l/profession? \_\_\_

What is your mother's occupation l/profession?\_\_\_

**SECTION B:**

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
	<b>Relationship between parental Education and Students academic performance of Senior Secondary Schools</b>				

1	My parents are well educated therefore, I am assisted by my parents with assignments that seem difficult				
2	I am motivated to study hard because of my parents educational achievement				
3	My parents set high academic expectations for me because they are well educated				
4	Academic guidance and support is not provided by my parents when needed				
5	As a result of my parents poor educational level, they do not believe that a good education is important for my future				
	<b>Relationship between parental employment/occupation and students academic performance</b>				
6	My parents always communicate with my teachers about my academic performance				
7	Due to work, my parents are often away from home which negatively affects my academic performance in school				
8	The work schedule of my parents affects my academics				
9	I have all educational resources (e.g books, computer, internet access etc) provided by my parents				
10	My parents' occupation has positive influence on my academic performance				
	<b>Relationship between parental Cultural values and students academic performance</b>				
11	My family believes that cultural values (e.g integrity, and hardwork) aids educational performance				
12	Superiority of the male child is a cultural value in my family and it affects my academic performance as I am usually busy with house chores				

13	Some of my cultural practices impacts my academic performance positively				
14	My family's cultural values motivates me to learn and perform better in school				
15	My parents cultural value hinders my academic performance				
	<b>Relationship between parental socio-economic background and students performance by sex</b>				
16	My sex positively influences my parents' expectations of my academic performance				
17	Due to my sex, I do not feel supported by my parents in my academic pursuit				
18	My parents always pays for my participation in extra curricular activities in my school				
19	I am not provided with computer, or any technology devices at home to learn because my parents feels my gender do not need it to learn				
20	As a result of finances, my parents are more focused academically on the males in my family				

## APPENDIX B

### Reliability

RELIABILITY

/VARIABLES=A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12 A13 A14 A15 A16 A17 A18 A19 A20

/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA.

**Scale: ALL VARIABLES**

**Case Processing Summary**

		N	%
Cases	Valid	20	100.0
	Excluded <sup>a</sup>	0	.0
	Total	20	100.0

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

**Reliability Statistics**

Cronbach's Alpha	N of Items
.887	20